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ABSTRACT

One of a series of Parallel Alternative Strategies for Students (PASS) packages developed to provide Florida teachers with modified approaches for presenting content courses to mainstreamed exceptional students, this guide was designed as a supplementary text and workbook for a high school English course. The guide is divided into seven units of study: Vocabulary, The Writing Process, Written Composition, Reference Skills, Oral Presentation, Reading Comprehension, and Literature. Each unit contains a teacher's guide with the objectives addressed within the unit listed at the beginning, as well as a section which lists various approaches and activities for presenting the unit content to the students. In addition, the spelling and vocabulary units contain the 11th grade state Student Assessment Minimum Lists for Spelling and Reading. The student materials in each unit include student study sheets and learning activities, which may be reproduced for the students' use. Answer keys are located in the appendix. This PASS has been correlated to the intended outcomes adopted by the Florida State Board of Education for the English Skills III course and the state-suggested student performance standards. The correlation chart is found in the appendix. (ARH)

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English Skills III

Course No. 1001360

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Parallel Alternative Strategies for Students

June 1986

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
Affirmative action/equal opportunity employer

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This manual is one of a series of publications designed to assist Florida school districts in the provision of special programs for exceptional students. For additional copies of this manual, or for a complete listing of available publications, contact the FDLRS Clearinghouse/Information Center, Bureau of Education for Exceptional Students, Division of Public Schools, Florida Department of Education, Knott Building, Tallahassee, Florida 32301 (telephone: 904/488-1879; SunCom: 278-1879; SpecialNet: BEESPS).

English Skills III

Course No. 1001360

Parallel Alternative Strategies for Students

Bureau of Education for Exceptional Students

State of Florida
Department of Education
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Ralph D Turlington Commissioner
Affirmative action equal
opportunity employer

This publication was developed by Leon County Schools through the Special Project, "Improvement of Secondary Curriculum for Exceptional Students," funded by the State of Florida, Department of Education, Division of Public Schools, Bureau of Education for Exceptional Students, under Federal Assistance for the Education of the Handicapped (P.L. 91-230, EHA, Part B, as amended by P.L. 93-380 and P.L. 94-142).

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FOREWORD

Parallel Alternative Strategies for Students (PASS) is a content-centered package of alternative methods and materials designed to assist secondary teachers to meet the needs of students of various achievement levels in the basic education content courses. Each PASS offers teachers supplementary activities and strategies to assist certain exceptional students and low achieving students in the attainment of the intended outcomes of a specific course.

The alternative methods and activities found in the PASS materials have been adapted to meet the needs of specific learning disabled and emotionally handicapped students mainstreamed in content classes. The PASS materials provide basic education teachers with a modified approach for presenting the course content that may be useful with mainstreamed exceptional students and other students with learning or behavior problems in their classrooms. The PASS materials also provide the exceptional education teacher, teaching subject area courses, with curriculum materials designed for these exceptional students.

The initial work on PASS materials was done in Florida through Project IMPRESS, an EHA VI-B project funded to Leon County from 1981-1984. Four sets of modified content materials called Parallel Alternate Curriculum (PAC) were disseminated as parts 2-5 of Resource Manual, Volume V-F: An Interactive Model Program for Exceptional Secondary Students (IMPRESS). Project IMPRESS patterned the PACs after the curriculum materials developed at the Child Service Demonstration Center at Arizona State University in cooperation with Mesa, Arizona Public Schools.

This is one of a series of PASS packages which was developed by teams of regular and special educators from Florida school districts who volunteered to participate in the EHA VI-B Special Project, Improvement of Secondary Curriculum for Exceptional Students. This project was funded by the Florida State Department of Education, Bureau of Education for Exceptional Students to Leon County Schools for the 1984-1986 school years. Basic education subject area teachers and exceptional education teachers worked cooperatively to write, pilot, review and validate these curriculum packages for the selected courses.

Neither the content nor the activities are intended to be a comprehensive presentation of any course. These PASS materials are designed to supplement the textbooks and other instructional materials and should not be used alone. Instead, they should serve as a stimulus for the teacher's own creativity to design alternative strategies for teaching the student performance standards to the mastery level to the diverse population in a high school class.

As supplementary material to augment the curriculum for exceptional students and other low achieving students, PASS may be utilized in a variety of ways. For example, some infusion strategies for incorporating this text into the existing program are as follows:

1. alternate resource to the basic text
2. pre-teaching tool (advance organizer)
3. post-teaching tool (review)
4. alternate homework assignment
5. alternate reading assignment
6. alternate to a book report
7. extra credit
8. make-up work
9. outside assignment--individual contract
10. self-help modules
11. individual activity for drill and practice
12. general resource material for small or large groups

The content in PASS differs from the standard textbooks and workbooks in several ways: simplified text, reduced vocabulary level, increased frequency of drill and practice, shorter reading assignments, more clear and concise directions, less cluttered format and the presentation of skills in small, sequential steps.

Students with learning or behavior problems often require alternative methods of presenting and evaluating important content. The PASS is an attempt to provide some of the modifications necessary for students with special needs to have successful classroom experiences.

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USER'S GUIDE

The English Skills III Parallel Alternative Strategies for Students (PASS) is designed as a supplementary text and workbook for course number 1001360. It is divided into seven units of study: Vocabulary, The Writing Process, Written Composition, Reference Skills, Oral Presentation, Reading Comprehension, and Literature.

Each unit contains a teacher's guide with the intended outcome addressed within the unit listed at the beginning. The teacher's guide also contains a section called, "Suggested Teacher Activities", which lists various approaches and activities for presenting the unit content to the students. In addition, the Spelling and Vocabulary units contain the eleventh grade State Assessment Minimum Lists for Spelling and Reading, respectively.

The student materials in each unit include Study Sheets and Learning Activities, which may be reproduced for the students' use. The Study Sheets present selected skills. For example, Unit 2 contains Study Sheets for usage of nouns, pronouns, possessives of nouns, adjectives, verbs, adverbs, and subject-verb agreement; the spelling of plural nouns; and the rules of capitalization. It cannot be assumed that students will learn the content from the handouts alone. The presentation should be accompanied by an oral introduction and discussion of the skills described on the Study Sheets.

The Learning Activities were designed to be sufficiently general and adaptable enough to accompany any English textbook. They are best used for drill and practice or review to reinforce the unit objectives and the student performance standards. Answer Keys are located in the Appendices.

This modified text presents only a limited sample of learning activities. Teachers using these supplemental materials will want to provide a variety of opportunities to stimulate the students' interest and develop higher levels of cognition. The classroom experiences will be further enriched with the inclusion of audio-visual aids and opportunities for both oral and written creative expression in conjunction with Units 3, 5, and 7.

This PASS has been correlated to the intended outcomes adopted by the State Board of Education for the English Skills III course and the state-suggested student performance standards. The correlation chart is found in the Appendices. Forty-one of the forty-six student performance standards have been covered. Other resources must be used to teach standards not presented in this text.

No one text can adequately meet all the needs of all the students. This PASS is no exception. The teacher-developed materials contained herein coupled with other carefully selected resources, effective teaching strategies, and the teacher's professional judgment should provide a good foundation for teaching the English Skills III course to exceptional students.

UNIT 1

VOCABULARY

Intended Outcome addressed in this unit:

The student will be able to use selected vocabulary.

INTRODUCTION

Ten vocabulary tests are provided for students who need further practice with words from the Florida Department of Education Student Assessment Minimal List for Reading (Grade 11). A copy of this list is also included in order that the teacher may develop similar tests or activities for the remaining words. The tests cover 200 words and are in multiple-choice format. They may be used as pretests to determine a need for review or may follow class discussions or activities. An abridged glossary is also provided for the convenience of the teacher or for use by the students. Additional vocabulary words and exercises are included in Unit 7: Literature.

SUGGESTED TEACHER ACTIVITIES

1. Review synonyms, antonyms, and using the context to determine the meaning of a word.

2. Have students copy words from the board (see Learning Activity p. 19). Begin each list of words with an oral lesson, discussing meaning, synonyms, and antonyms, and using the words in sentences. The following strategies may also be utilized:

   a. Ask the students to say the words to themselves while the list of words is being read, then call on random students to read the words aloud.
   b. Give clues on pronunciation; such as, word parts, smaller words, rhyming words, association, and common letter combinations like tion, sion, le.
   c. Associate the word with the students' environment. For example, "You've seen this word in the grocery store..."

3. Have the students use the vocabulary words in class.

4. Ask students to bring in vocabulary words cut from magazines, newspapers, and advertisements, then use them to make a class collage.

5. Have students go through a newspaper or magazine article and circle the vocabulary words they are studying.

Florida Department of Education
Student Assessment Minimal List for Reading

Grade 11

abroad
absolute
accomplish
accurate
acid
adult
affair
alert
annual
apparent
apply
appoint
appropriate
approximately
argument
artificial
assembly
associated
association
assume
assure
astronomers
atom
attitude
author
available
axis
barren
basis
bass
billion
bond
breast
brief
campaign
capable
carbon
career
cash
cease
civilization
combine
commerce
commission
communicate
compel
complicated
composed
compound
conclude
conduct
conflict
confusion
consist
constant
contact
contract
contrary
contrast
contributed
core
corresponding
create
culture
cycle
cylinder
decimal
decline
defense
define
democratic
depart
deposits
despite
devil
devote
diagram
diameter
diet
differ
display
distinct
distinguish
drama
drugs
economic
efficient
element
empire
employ
energy
engage
enthusiasm
environment
error
essential
estimate
exact
exist
expand
expense
exposed
extent
extreme
false
fascinating
fate
feature
federal
film
fled
formula
frequency
frequently
genius
graph
harmony
harsh
herald
host
hydrogen
identify
illustrate
image
impression
income
independent
indicate
individual
industry
influence
inform
injured
interior
invaded
investigate
involved
involves
issue
item
label
landscape
latitude
latter
layer
lens
literature
local
loop
magnificent
maintain
major
mammals
marriage
mathematics
mechanical
medical
medium
mental
mercury
mere
meter
method
midst
mild
minor
moist
moral
murder
necessity
nitrogen
normal
novel
numeral
numerous
obvious
occupy
occur
odor
opera

Florida Department of Education
Student Assessment Minimal List for Reading

Grade 11

orchestra
ore
organize
origin
ounces
passion
particles
per
permanent
photograph
phrase
plastic
plateau
plural
plus
poet
policy
political
portion
positive
possess
preceding
prefer
previous
prime
primitive
process
professional
proportion
propose
province
publish
punctuation
quantity
raft
rank
rapid
rate
recent
rectangle
reduce
refer
relation
religion
remote
render
reptiles
request
require
resistance
response
reveal
role
sacred
senate
shame
similar
site
skeleton
skull
smashed
solar
solution
source
species
sphere
staff
standard
structure
submarine
substance
substitute
sufficient
superior
survive
technical
tense
thee
theme
thermometer
thoroughly
Thou
Thy
tissue
tone
traditional
triangle
typical
union
unique
unite
uranium
utter
vapor
variety
vary
veins
vertical
vibrate
violent
vital
vocabulary
volume
vowel
wages
welfare
yield

UNIT 1: VOCABULARY - GLOSSARY

VOCABULARY	SYLLABLES	DEFINITION	SYNONYM	ANTONYM	OTHER FORM(S)
abroad	a-broad	in or to foreign places	-	-	-
absolute	ab-so-lute	total, finish, complete	complete	incomplete	-ly
accomplish	ac-com-plish	achieve	achieve	fail	-es/-ed/-ing/-ment
accurate	ac-cu-rate	correct	correct	incorrect	in-/-ly/-ness
acid	ac-id	chemical substance	-	alkali	-s/-ic/-ity
adult	a-dult	a grown-up	grown-up	child	-s/-hood
affair	af-fair	a matter or concern	matter, concern	-	-s
alert	a-lert	watchful, attentive	aware	asleep	-s/-ed/-ing/-ly/-ness
annual	an-nu-al	done yearly	yearly	daily	-ly
apparent	ap-par-ent	easily understood	evident, obvious	hidden, unclear	-ly
apply	ap-ply	to put on, upon	put	-	-s/-ed/-er/-ing
appoint	ap-point	to select or designate for an office, position or duty	designate, select	-	-ed/-ing/-s/-ment/-ee/-er
appropriate	ap-pro-pri-ate	suitable for a particular person, condition, occasion, or place	-	-	-ly/-ness/in-
approximately	ap-prox-i-mate-ly	almost, but not quite exact	closely, nearly	differently	approximate/-ation/-ed -s/ing
argument	ar-gu-ment	a quarrel or dispute	disagreement, dispute	agreement	argue/-s/-ed/-ing/-ative
artificial	ar-ti-fi-cial	made by man	fake, man-made	real, natural	-ly
assembly	as-sem-bly	group gathered together for a purpose	meeting, gathering	-	-es
associated	as-so-ci-a-ted	connected in one's mind	linked, connected	separated	associate/-s/-ing
association	as-so-ci-a-tion	partnership, friendship	friendship	-	-s
assume	as-sume	to take for granted	suppose	-	assumption/-s/-ed/-ing
assure	as-sure	to declare confidently	assert	reluctant	-s/-ed/-ing/-ance
astronomers	as-tron-o-mers	scientists who specialize in astronomy	-	-	astronomy/astronomical
atom	at-om	the smallest unit of an element	particle	-	atoms/atomic
attitude	at-ti-tude	a point of view	opinion	-	-s
author	au-thor	a person who writes a book, story, article, etc.	writer	-	-s
available	a-vail-a-ble	capable of being reached, at hand, ready to serve	handy, convenient	unavailable	-ity
axis	ax-is	a straight line around which something rotates	axle	-	axes
barren	bar-ren	empty, bare	empty	full	-ness
basis	ba-sis	something that serves as a foundation; an underlying cause	foundation	top, conclusion end	bases
bass	bass	any of several saltwater or freshwater fishes	fish(es)	-	basses

UNIT 1: VOCABULARY - GLOSSARY--(Continued)

VOCABULARY	SYLLABLES	DEFINITION	SYNONYM	ANTONYM	OTHER FORM(S)
billion	bil-lion	one thousand million	-	-	-s/-aire
bond	bond	binds, ties, or fastens together	tie, link, unite, fasten	unfasten, separate	-age/-s/-ed/-ing
breast	breast	gland in which female produces milk to feed young	mammary teat	-	-s
brief	brief	short in time or duration	terse, short, quick	lengthy	-ly
campaign	cam-paign	a series of military operations for a purpose	crusade	-	-s/-ed/-ing
capable	cap-a-ble	able; skilled; competent	able, skilled	unable	in-/-ly/-ity
carbon	car-bon	one of the elements	-	-	-s/-ate/-ation
career	ca-reer	a profession; occupation	profession, vocation, occupation	hobby	-s
cash	cash	money in the form of currency, coin, or bills	money	-	-ier
cease	cease	to come or bring to an end	desist, stop	continue, proceed	-s/-ed/-ing
combine	com-bine	to bring or come together	join, mix	separate	-s/-ed/-ing/-er/-ation
commerce	com-merce	the buying and selling of goods; business	business, trade, industry	-	commercial
commission	com-mis-sion	the act of granting authority to someone to carry out a job or duty	appoint	-	-s/-ed/-ing/-er
communicate	com-mu-ni-cate	to make known	converse, talk	conceal	-s/-ed/-ing/-ation/-or
compel	com-pel	to make someone do something	coerce, force	resist	-s/-ed/-ing
complicated	com-pli-ca-ted	not easy to understand	difficult, confusing	easy, simple	complicate/-s/-ing/-ation
composed	com-posed	to be in control of one's emotions; serene	calm	nervous	composure
compound	com-pound	something consisting of a combination of two or more parts	mixture, combination	element, single	-s/-ed/-ing
conclude	con-clude	to bring or come to an end	stop, end, discontinue	continue	-s/-ed/-ing/conclusion
conduct	con-duct	to lead or guide	direct, lead, guide	follow	-s/-ed/-ing/-or
conflict	con-flict	prolonged fighting; warfare	fighting, warfare	peace	-s/-ed/-ing
confusion	con-fu-sion	the condition of being confused	disorder, puzzlement	order	-s/-ed/-ing/confuse
consist	con-sist	to be made up or composed	composed	-	-s/-ed/-ing
constant	con-stant	not changing; remaining the same	always	changing	-ly
contact	con-tact	the condition of touching or being together	touching, meeting	apart	-s/-ed/-ing
contract	con-tract	a formal agreement between two or more	agreement	-	-s/-or

(Continued Next Page)

UNIT 1: VOCABULARY - GLOSSARY--(Continued)

VOCABULARY	SYLLABLES	DEFINITION	SYNONYM	ANTONYM	OTHER FORM(S)
contrary	con-tra-ry	opposite in direction or position	opposite	same	-ly
contrast	con-trast	difference between compared things	difference	similarity	-s/-ed/-ing
contributed	con-trib-u-ted	given or supplied	given, donated	taken	contribute/-s/-ing
core	core	the innermost or most important part	center	rim, outside	-s/-ed/-ing
corresponding	cor-re-spond-ing	matching closely	matching	different	-ly
create	cre-ate	to bring into existence	produce, make	destroy	-s/-ed/-ing/-ation, -or/creative/creativity
culture	cul-ture	well-educated; refined	refinement	uneducated	-ed
cycle	cy-cle	a single occurrence of an event or series of events that is repeated	-	-	-s
cylinder	cyl-in-der	a chamber	chamber	-	-s
decimal	dec-i-mal	of or based on ten	-	-	-s
decline	de-cline	to refuse to accept or do	refuse	accept	-s/-ed/-ing
defense	de-fense	the act of defending against attack, harm or challenge	protection	offense	-s/-ive/-less/defend
define	de-fine	to describe; specify	describe	-	-s/-ed/-ing/-ition/-ally
democratic	dem-o-crat-ic	based on the principle of equal rights for all	republican	monarchy	democracy/-es
depart	de-part	to go away; leave	leave	stay, arrive	-s/-ed/-ing/-ure
deposit	de-pos-it	to lay or put down	put	-	-s/-ed/-ing/-or
despite	de-spite	in spite of	-	-	-
devil	dev-il	Satan; a demon or spirit serving Satan	demon; Satan	angel	-s/-ish
devote	de-vote	to give or apply to an activity	give	take	-s/-ed/-ing/-tion
diagram	di-a-gram	a visual display that shows how something works	chart	-	-s/-ed/-ing/-er
diameter	di-am-e-ter	a straight line that passes through the center of a circle	-	-	-s
diet	di-et	the usual food and drink of a person or animal	food, nourishment	-	-s/-ed/-ing/-er
differ	dif-fer	to be unlike in form	unlike	similar, same	-s/-ed/-ent/-ence
display	dis-play	to put on view	exhibit, show	conceal, hide	-s/-ed/-ing
distinct	dis-tinct	clear; well-defined; definite	definite, clear	vague, unclear	-ive/-ly/-ion/-ness
distinguish	dis-tin-guish	to recognize as being different or distinct	separate, differentiate	same	-able/-s/-ed/-ing
drama	dra-ma	a play in prose or verse	play	-	-s/-tic/-tically

(Continued Next Page)

UNIT 1: VOCABULARY - GLOSSARY--(Continued)

VOCABULARY	SYLLABLES	DEFINITION	SYNONYM	ANTONYM	OTHER FORM(S)
drugs	drugs	a substance that has some special effect on life processes	-	-	drug/-ed/-ist
economic	e-co-nom-ic	of the production development and management of material wealth	-	-	-s/-al/-ally/economy/economist/economize
efficient	ef-fi-cient	acting or producing effectively	capable	deficient	efficience/ly
element	el-e-ment	an essential part of a whole	part, component	whole	-s
empire	em-pire	a group of nations headed by a central government	kingdom	-	-s/emperor/empress
employ	em-ploy	hire for a job	use, hire	dismiss, fire	-s/-ed/-ing/-er/-ee/-ment/un-ment
energy	en-er-gy	strength and vigor	strength, vim, vigor	weakness, fatigue	energize/energetic
engage	en-gage	to contract for the services of; hire	employ	fire, dismiss	-s/-ed/-ing/dis-
enthusiasm	en-thu-si-asm	great interest, excitement or admiration	excitement, eagerness	boredom, apathy	enthusiast/enthusiastic/enthusiastically
environment	en-vi-ron-ment	surroundings and conditions that affect living things	surroundings	-	-s/-al/-ally
error	er-ror	something that is wrong; a mistake	mistake	correction	-s
essential	es-sen-tial	of the greatest importance	necessary	unimportant	-s/-ly
estimate	es-ti-mate	judge approximately; calculate roughly	guess	exact	-s/-ed/-ing
exact	ex-act	precise in all details	precise	inaccurate	-ly/-ness
exist	ex-ist	to have being	live	die	-s/-ed/-ing/-ence
expand	ex-pand	to increase in dimension	swell	shrink	-s/-ed/-ing/-able expansion
expense	ex-pense	the cost involved; a price	price, cost	-	-s/-ive/-ively
exposed	ex-posed	uncovered	uncovered	covered	expose/-s/-ing/exposure
extent	ex-tent	area or distance over which something extends; size	size	-	-
extreme	ex-treme	very great or intense; utmost	utmost	ordinary	-s/-ly/-ness/-er/-est/-ly
false	false	contrary to fact or truth; incorrect	incorrect, erroneous	true	-ness/falsify
fascinating	fas-ci-nat-ing	capturing and holding the attention of	charming, interesting, attractive	boring	fascinate/-s/-ed/-ation
fate	fate	invisible power that determines the course of events	destiny	-	-ful/-fully
feature	fea-ture	a prominent part, quality or characteristic	characteristic, distinction	-	-s/-ed/-ing
federal	fed-er-al	of a form of government in which states are united under one authority	national	-	-ly/-ism/-ist

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UNIT 1: VOCABULARY - GLOSSARY--(Continued)

VOCABULARY	SYLLABLES	DEFINITION	SYNONYM	ANTONYM	OTHER FORM(S)
film	film	light sensitive material used in a camera	-	-	-
fled	fled	ran away from trouble or danger	escaped, ran	remained	flee/fleeing
formula	for-mu-la	a list of ingredients or procedures for making something; recipe	procedure, recipe	-	-s
frequency	fre-quen-cy	the condition of occuring repeatedly at short intervals	repetition	-	-ies
frequently	fre-quent-ly	occurring repeatedly at short intervals	repeatedly	never	frequent
genius	gen-ius	person of the highest mental ability	prodigy	ignoramus	-es
graph	graph	any drawing or diagram used to show data	chart	-	-s/-ed/-ing/-ic/-er
harmony	har-mo-ny	a series of chords used to accompany a melody	chords	-	-ic/-ies/harmonize
harsh	harsh	unpleasant to the senses	unpleasant	nice, pleasant	-er/-est/-ly
herald	her-ald	carrier of messages or announcements (past)	messenger	-	-s
host	host	a person or group that entertains guests	entertainer	guest	-s/-ed/-ing/ess
hydrogen	hy-dro-gen	one of the elements; a colorless, flammable gas	-	-	-
identify	i-den-ti-fy	to establish the identity of	recognize	-	-s/-ied/-ing/-ication
illustrate	il-lus-trate	to serve as an example, picture or comparison	represent	-	-s/-ed/-ing/-or/-ive/-ation
image	im-age	a pattern that duplicates a real object	picture	-	-s/-ry
impression	im-pres-sion	a marked effect, image or feeling in the mind	image	-	-s/-ism/-ive
income	in-come	the amount of money received for labor	earnings, revenue	-	--
indicate	in-di-cate	to show or point out precisely	show, designate	bewilder	-s/-ed/-ing/-or/-ive/-ion
individual	in-di-vid-u-al	existing as a distinct person or thing; separate	separate, person	general, group	-ism/-ist/-istic/-istically
industry	in-dus-try	the manufacture or production of goods on a large scale	production, manufacture	idleness	-ies/-al/-alist/-alize/-ous
influence	in-flu-ence	the power to produce change	control	powerlessness	-s/-ed/-ing/-al
inform	in-form	to give information to; notify	disclose	conceal	-s/-ed/-ing/-er/-ant/-ation/-ative

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UNIT 1: VOCABULARY - GLOSSARY--(Continued)

VOCABULARY	SYLLABLES	DEFINITION	SYNONYM	ANTONYM	OTHER FORM(S)
injured	in-jured	harmed or damaged; hurt	harmed	helped	injure/-s/-ing/-ious/ injury
interior	in-te-ri-or	the inner part of something; the inside	inside	outside	-s
invaded	in-va-ded	entered in order to attack or take over	attacked	defended	invade/-s/-ing/-sion
investigate	in-ves-ti-gate	to look into or examine	explore, inquire, examine	-	-s/-ed/-ing/-ion/ -ive
involved	in-volved	complicated; complex	complicated	simple	involve/-s/-ing/-ment
involves	in-volves	takes in; includes	includes	omits	-s/-ed/-ing
issue	is-sue	release; the act of putting out	release	conceal	-s/-ed/-ing
item	i-tem	a single article or unit	object	-	-s
label	la-bel	a tag or sticker used to identify	tag	-	-s/-ed/-ing
landscape	land-scape	a stretch of land forming a single scene	panorama	-	-s/-ing
latitude	lat-i-tude	distance north or south of the equator	-	longitude	-s
latter	lat-ter	being the second or second mentioned of two	second	first	--
layer	la-yer	a single thickness of material	stratum	-	-s/-ed/-ing
lens	lens	a piece of glass shaped to create a focus	-	-	lenses
literature	lit-er-a-ture	a body of writing in prose or verse	story	-	--
local	lo-cal	of a limited area or place	regional	-	-ly/-ize
loop	loop	a roughly circular length of rope or thread joined at the ends	noose, hoop	-	-s/-ed/-ing
magnificent	mag-nif-i-cent	splendid in appearance; remarkable	majestic, remarkable	plain	-ly/-ence
maintain	main-tain	to keep up; continue	sustain	discontinue	-s/-ed/-ing
major	ma-jor	large and important	important	minor	--
mammals	mam-mals	groups of animals that have fur or hair and produce milk for their young	-	-	mammal
marriage	mar-riage	a wedding	wedding, nuptial	divorce	-s/-able
mathematics	math-e-mat-ics	the study of numbers	arithmetic	-	-al/-ally
mechanical	me-chan-i-cal	of or involving machines	-	-	-ly
medical	med-i-cal	of, involving, or involved in the study of medicine	-	-	medicine/medicate
medium	me-di-um	a position midway between extremes	middle	superior	--
mental	men-tal	of or involving the mind	intellectual	thoughtless	-ly
mercury	mer-cu-ry	one of the elements; a silvery-white, poisonous metal	quicksilver	-	-ial

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UNIT 1: VOCABULARY - GLOSSARY-(Continued)

VOCABULARY	SYLLABLES	DEFINITION	SYNONYM	ANTONYM	OTHER FORM(S)
mere	mere	being nothing more than what is specified	simple	-	-ly
meter	me-ter	measure in the metric system	-	-	-s
method	meth-od	a regular or deliberate way of doing something	system	-	-s/-ic/-ical/-ically
midst	midst	the middle position or part	middle	outside	--
mild	mild	gentle or kind	gentle	harsh	-ness/-er/-est/-ly
minor	mi-nor	lesser in importance or rank	unimportant	major	-ity
moist	moist	slightly wet; damp	damp	dry	-er/-est/-en/-ness
moral	mo-ral	the principle taught by a story	precept	-	-s/-ist/-istic/-ity/-ize/-ly
murder	mur-der	killing of one person by another	killing	revive	-s/-ed/-ing/-er/-ous
necessity	ne-ces-si-ty	something needed for existence	requirement	unneeded	-ies
nitrogen	ni-tro-gen	one of the elements; a colorless, odorless gas	-	-	--
normal	nor-mal	usual or ordinary	regular	irregular	-ize
novel	nov-el	a book-length piece of writing	-	-	-s
numeral	nu-mer-al	a symbol used to represent a number	number	-	-s
numerous	nu-mer-ous	existing in large numbers; many	many	few	-ly
obvious	ob-vi-ous	easily perceived	apparent	complicated	-ly/-ness
occupy	oc-cu-py	to take possession of	possess, inhabit	evict, unoccupied	-ation
occur	oc-cur	to take place	happen	-	-rence/-s/-red/-ing
odor	o-dor	smell	smell, fragrance	-	-s/-less/-ous
opera	op-er-a	a musical and dramatic work	musical	-	-s
orchestra	or-ches-tra	a group of musicians organized to perform ensemble music	musical	-	-s
ore	ore	a mineral or rock from which a substance is taken	mineral	-	--
organize	or-gan-ize	to put together in an orderly way	arrange, plan	-	dis-/-s/-ed/-ing/-ation
origin	or-i-gin	the beginning of something	beginning	end	-s/-al
ounce	ounce	equal to 1/16 of a pound	-	-	-s
particles	par-ti-cles	small pieces of solid matter	bits	whole	particle
passion	pas-sion	powerful feeling or desire	emotion	apathy	ate
per	per	for or to; for every	-	-	--
permanent	per-ma-nent	lasting or meant to last indefinitely	enduring	temporary	-ly/-ence

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UNIT 1: VOCABULARY - GLOSSARY--(Continued)

VOCABULARY	SYLLABLES	DEFINITION	SYNONYM	ANTONYM	OTHER FORM(S)
photograph	pho-to-graph	picture taken by a camera	picture	-	-ic/-er/-y
phrase	phrase	meaningful sequence of words lacking subject and predicate	-	-	--
plastic	plas-tic	chemical compounds that can be molded	-	-	-ity
plateau	pla-teau	level area of higher elevation than surrounding area	tableland, mesa	mountain	-s
plural	plur-al	of or composed of more than one	many	singular	-s/-ly/-ity
plus	plus	added to	add	minus	--
poet	po-et	a writer of poems	-	-	-ess/-s/-ic/-ical/-ry
policy	pol-i-cy	a general plan	plan	-	-ies
political	po-lit-i-cal	having to do with affairs of government	-	-	-ly/politics/politician
portion	por-tion	part of a whole	part	whole	-s
positive	pos-i-tive	expressing approval	favorable, approval	negative	-ly/-ness
possess	pos-sess	to have or own	have, own	lose	-ive/-ion/-ed/-ing/or/re-
preceding	pre-ced-ing	to go or come before in time, order, position	prior, before	after	precede/preceded
prefer	pre-fer	to choose as more desirable	choose	dislike	-ed/-ing/-able/-ence/-ential
previous	pre-vi-ous	existing or occurring prior to something else	before, preceding	after	-ly
prime	prime	first in importance	first	following	--
process	pro-cess	a series of steps used in making something	plan	-	-es
professional	pro-fes-sion-al	of or for a profession	vocational	-	profession/-ly
proportion	pro-por-tion	the amount of a part compared with the total	fraction, percentage	whole	-al/-ally/-ate/-s
propose	pro-pose	to put forward for consideration	suggest	refuse	-al/-s/-ed/-ing
province	prov-ince	a part, division, region	division	whole	-ial/-s
publish	pub-lish	distribution or sale to public	print	-	-s/-ed/-ing/-er
punctuation	punc-tu-a-tion	standard marks used in writing for clarity	-	-	--
quantity	quan-ti-ty	an amount or number of things	number	-	-ies
raft	raft	a floating platform made of buoyant materials	-	-	-s
rank	rank	a relative position on a scale of performance, etc.	position	-	-s/-ed
rapid	rap-id	fast or swift	swift	slow	-ly
rate	rate	a quantity measured with respect to another measured quantity	measurement	-	-s/-ed/-ing
recent	re-cent	a time immediately before the present	current, new	old	-ly

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UNIT 1: VOCABULARY - GLOSSARY--(Continued)

VOCABULARY	SYLLABLES	DEFINITION	SYNONYM	ANTONYM	OTHER FORM(S)
rectangle	rec-tan-gle	a parallelogram that contains an angle of 90°	-	-	rectangular
reduce	re-duce	to make or become less in amount	decrease	increase	-s/-ed/-ing/-tion
refer	re-fer	to direct to a person for help or information	direct	-	-s/-ed/-ing/-al/-ence
relation	re-la-tion	an association between two or more things	connection	independence	-ship/-tive/-s
religion	re-lig-ion	beliefs resulting in a certain way of life	belief	-	religious/-ly/-s
remote	re-mote	located far away	distant	close	-ly/-ness/-est/-er
render	rend-er	to cause to become	make	-	-s/-ed/-ing
reptiles	rep-tile	cold-blooded animals with backbones and scales (snake)	-	-	-ian
request	re-quest	to ask for	ask	respond	-s/-ed/-ing
require	re-quire	to need, demand	need	unnecessary	-s/-ed/-ing/-ment
resistance	re-sis-tance	the act, process or capability of resisting	opposition	cooperation	resist
response	re-sponse	an answer or reply	answer	question	-s/-ed/-ing/-ive
reveal	re-veal	to make known	disclose	conceal	-s/-ed/-ing
role	role	a character played by an actor	part	-	-s
sacred	sa-cred	treated with reverence as belonging to a divine power, being	holy	profane	-ly/-ness
seek	seek	to try to locate, discover	search	hide	sought/seeking/-er
senate	sen-ate	in the United States, the upper house of Congress	-	-	-or
shame	shame	painful emotion cuased by wrong-doing	disgrace	praise	-ed/-ing/-ful/-less
similar	sim-i-lar	alike, though not the same	resembling	different	-ly/-ity
site	site	the place where something was, is, or is to be located	location	-	-s
skeleton	skel-e-ton	internal supporting structure of a vertebrate	framework	-	-s
skull	skull	framework of head, consisting of bone	-	-	-s
smash	smash	to break or be broken into pieces	break	repair	-s/-ed/-ing/-er
solar	so-lar	of the sun	-	lunar	--
source	source	a point of origin	origin, beginning	end	-s
species	spe-cies	group of similar animals or plants of the same kind that can breed	type	-	
sphere	sphere	three dimensional geometric surface with all its points the same distance from a given point	orb	-	-s/-ical/-oid/hemi-

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UNIT 1: VOCABULARY - GLOSSARY--(Continued)

VOCABULARY	SYLLABLES	DEFINITION	SYNONYM	ANTONYM	OTHER FORM(S)
staff	staff	long stick to aid in walking; weapon	cane	-	-s/staves
standard	stan-dard	known measure used as a basis for a system of measure	criterion, gauge	-	-s/-ize/-ing/-ization
structure	struc-ture	anything made of parts put together in a particular way	building	-	-s/-al
submarine	sub-ma-rine	beneath the surface of the sea	undersea	-	--
substance	sub-stance	that which has mass and occupies space	matter	-	-s/substantial
substitute	sub-sti-tute	someone or something that takes the place of another	replacement	original	-s/-ed/-ing/-tion
sufficient	suf-fi-cient	as much as is needed	enough	insufficient, inadequate	-ly/-cy
superior	su-pe-ri-or	high or higher in order, degree or rank	excellent	inferior	-ity
survive	sur-vive	to stay alive or in existance	endure	die	-s/-ed/-ing/-or/-al
technical	tech-ni-cal	of or derived from technique	-	-	technique/-ly/-ity
tense	tense	strained, taut	taut, strained	relaxed	-s/-ed/-ing/-ion/ tensile
thee	thee	objective case of thou	you	-	thou
theme	theme	subject or topic of a talk or a piece of writing	topic, subject	-	-s
thermometer	ther-mom-e-ter	an instrument that measures and shows temperature	-	-	-s
thoroughly	thor-ough-ly	complete in all respects	completely	incompletely	thorough
thou	thou	second person singular in the nominative case	your	-	thee
thy	thy	the possessive form of thee	-	-	thee
tissue	tis-sue	type of animal or plant cells similar in form or function	-	-	-s
tone	tone	a sound that has a distinct pitch, duration, loudness and quality	sound	-	tonal/-s
traditional	tra-di-tion-al	of or in accord with tradition	customary	unusual	tradition/-ly
triangle	tri-an-gle	a polygon with three sides	-	-	triangular/-s
union	un-ion	the act of uniting	joining, combination	separate	-s/-ize/unite
unique	u-nique	being the only one	sole, unusual	usual	-ly/-ness
unite	u-nite	to bring together or join so as to form a whole	join	separate	-s/-ed/-ing/union
uranium	u-ra-ni-um	silvery-white metal, radioactive	-	-	--
utter	ut-ter	to express audibly	speak	-	-s/-ed/-ing/-ance
vapor	va-por	faintly visible particles of matter	steam, mist	-	-s/-ize

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UNIT 1: VOCABULARY - GLOSSARY--(Continued)

VOCABULARY	SYLLABLES	DEFINITION	SYNONYM	ANTONYM	OTHER FORM(S)
vary	var-y	to be or become different	change	same, unchanged	-s/-ed/-ing
vein	vein	blood vessel that returns blood to the heart	vessel	artery	-s/-ed/de-
vertical	ver-ti-cal	perpendicular to the plane of the horizon	upright	horizontal	--
vibrate	vi-brate	to move back and forth rapidly	quiver, shake	-	-s/-ed/-ing/-ion
violent	vi-o-lent	resulting from great physical force or rough action	fierce, furious	gentle	-ly/-ce
vital	vi-tal	of or characteristic of life	important, necessary	unnecessary	-ly
vocabulary	vo-cab-u-lar-y	all the words of a language	language	-	--
volume	vol-ume	the force or intensity of a sound	loudness	-	-s
vowel	vow-el	letter that represents sound of a, e, i, o, or u	letter	consonant	-s
wages	wag-es	payment made to a worker for work done or services rendered	salary	-	wage
welfare	wel-fare	health, happiness, or prosperity	well-being	misfortune	--
yield	yield	to give forth, provide	produce	withhold	-s/-ing/-ed

DIRECTIONS:
1. Look up each vocabulary word in the dictionary.
2. Divide the word into syllables.
3. Write the most common definition.
4. Write a synonym and antonym that matches the definition. (There may not always be one.)
5. Write as many other forms of the word as you can find.

VOCABULARY WORD	SYLLABLES	DEFINITION	SYNONYM	ANTONYM	OTHER FORMS

DIRECTIONS: Choose the best synonym for each of the following words. Write the letter of the correct synonym on the line next to the word.

____ 1. absolute

a) incomplete   c) surely

b) complete   d) achieve

____ 2. maintain

a) worker   c) sustain

b) best   d) minor

____ 3. frequency

a) television   c) radio

b) repetition   d) prodigy

____ 4. conduct

a) follow   c) lead

b) electricity   d) conceal

____ 5. yield

a) take   c) produce

b) withhold   d) quiver

____ 6. vary

a) same   c) change

b) unchanged   d) constant

____ 7. combine

a) separate   c) join

b) locker   d) conceal

UNIT 1: VOCABULARY Test 1
Synonyms

____ 8. alert

a) drowsy
b) watchful
c) asleep
d) warn

____ 9. unique

a) separate
b) sole
c) usual
d) best

____ 10. vapor

a) breathe
b) steam
c) Vicks
d) sound

____ 11. traditional

a) unusual
b) customary
c) rare
d) best

____ 12. prime

a) rare
b) unimportant
c) first
d) prior

____ 13. fate

a) destiny
b) festival
c) eat
d) ordinary

____ 14. barren

a) full
b) lifelike
c) empty
d) bottom

____ 15. contract

a) disagreement c) agreement
b) sign d) verbal

____ 16. harsh

a) nice c) soft
b) unpleasant d) often

____ 17. essential

a) unnecessary c) unimportant
b) necessary d) large

____ 18. employ

a) drama c) use
b) dismissal d) part

____ 19. appoint

a) tip c) select
b) use d) sharp

____ 20. depart

a) leave c) come
b) stay d) section

UNIT 1: VOCABULARY Test 2
Antonyms

DIRECTIONS: Choose the best antonym for each of the following words. Write the letter of the correct antonym on the line next to the word.

____ 1. enthusiasm

a) apathy c) eagerness

b) cheerleader d) sad

____ 2. frequently

a) never c) repeatedly

b) often d) fast

____ 3. artificial

a) natural c) man-made

b) fake d) real

____ 4. obvious

a) complicated c) clear

b) apparent d) noteable

____ 5. superior

a) excellent c) inferior

b) best d) average

____ 6. composed

a) nervous c) calm

b) collected d) constant

____ 7. vein

a) blood c) artery

b) vessel d) heart

____ 8. error

a) mistake
b) false
c) correction
d) inaccurate

____ 9. differ

a) unlike
b) differentiate
c) similar
d) vary

____ 10. reduce

a) increase
b) decrease
c) subtract
d) weigh

____ 11. sufficient

a) inadequate
b) plenty
c) enough
d) adequate

____ 12. acid

a) sour
b) alkali
c) tart
d) chemical

____ 13. contributed

a) donated
b) took
c) gave
d) volunteered

____ 14. decline

a) refuse
b) accept
c) object
d) resign

Antonyms

____ 15. vital

a) important c) necessary

b) unnecessary d) visible

____ 16. energy

a) strength c) fatigue

b) vigor d) friendship

____ 17. invaded

a) defended c) fight

b) attacked d) take over

____ 18. substitute

a) replacement c) save

b) original d) alter

____ 19. fascinating

a) charming c) attractive

b) boring d) interesting

____ 20. approximately

a) closely c) differently

b) nearly d) almost

UNIT 1: VOCABULARY Test 3
Definitions

DIRECTIONS: Choose the best definition for each of the following words. Write the letter of the correct definition on the line next to the word.

____ 1. influence

a) power to produce changes
b) understanding
c) a person who changes things
d) powerlessness

____ 2. deposit

a) money
b) iron ore
c) to put or place
d) send

____ 3. nitrogen

a) colorful gas
b) odorous gas
c) colorless, odorless gas
d) a foreign body

____ 4. solar

a) having to do with the moon
b) referring to the sun
c) energy
d) lunar

____ 5. triangle

a) shape with 4 angles
b) has 1 equal side
c) has 3 angles
d) has 4 sides

____ 6. lens

a) a past tense of lend
b) glass used to focus
c) eye
d) loan

____ 7. diameter

a) line through
b) square
c) line through center of circle
d) drawing

____ 8. tissue

a) bring forth
b) cells that perform a function
c) nose
d) take away

____ 9. annual

a) happening every day
b) once a month
c) yearly
d) every hour

____ 10. culture

a) farming
b) drain in a road
c) a metal pipe
d) taste, refinement, and appreciation of the arts

____ 11. skull

a) bones of the head
b) crossbones
c) an ability
d) scale

____ 12. landscape

a) view of the countryside
b) plants and animals
c) machine
d) pull together

____ 13. indicate

a) give information
b) hide
c) bewilder
d) to point out, show

____ 14. mechanical

a) having to do with machines
b) robots
c) ears
d) choose

____ 15. request

a) ask
b) respond
c) suggest
d) route

____ 16. uranium

a) a radio band
b) radioactive element
c) a planet
d) a star

____ 17. abroad

a) ship
b) slang for woman
c) in or to foreign places
d) sail away

____ 18. cycle

a) wheel
b) event regularly repeated
c) turn around
d) someone who rides a bike

____ 19. bass

a) fish	c) part of baseball field
b) music	d) sunbathe

____ 20. film

a) a camera	c) used to take pictures
b) projector	d) tape recorder

UNIT 1: VOCABULARY Test 4
Context

DIRECTIONS: Choose the best definitions for the underlined words. Write the letters of the correct definitions on the lines next to each sentence.

____ 1. Since Jane only got a glimpse of the suspect, she only had an impression of what he looked like.

a) quick look
b) clear picture
c) vague image
d) glance

____ 2. He estimated the car repairs at $50.00.

a) figured roughly
b) exact cost
c) counted
d) perfect idea

____ 3. Air expands when heated.

a) size or range
b) contracts
c) swells
d) decreases

____ 4. James Watt designed the first efficient steam engine.

a) powerful
b) acting effectively
c) light bulb
d) fast

____ 5. Jack knows a way to distinguish spiders from ants.

a) recognize as different
b) put out
c) different
d) remove

____ 6. Each breed of dog has a distinct personality.

a) an identity of its own
b) superior
c) vague difference
d) vicious

____ 7. John and James were both popular, but the latter was elected president of the student body.

a) first
b) both
c) second
d) other

____ 8. He became a citizen by the mere fact of birth.

a) simple, alone
b) written
c) a swamp
d) greater than

____ 9. He has the mental capacity to learn algebra.

a) diseased mind
b) intellectual capability
c) stupidity
d) grades

____ 10. Jackson is in the lowest rank of his class.

a) senior member
b) mood
c) position
d) book

____ 11. There is a large proportion of silverplate.

a) fraction of a whole
b) to suggest
c) small part
d) large part

____ 12. The equator is zero latitude.

a) horizontal lines going around the earth
b) vertical lines going around the earth
c) earth
d) even

____ 13. Water is a necessity for all living things.

a) great need
c) inevitably
b) unimportant
d) available

____ 14. Martin made the moral reflection that life is made up of sobs and smiles, with sobs predominating.

a) a group's spirit
c) mirror
b) judgment of human life
d) solemn

____ 15. Jack hit Jane for no apparent reason.

a) easily understood
c) mother or father
b) difficult to understand
d) angry

____ 16. Her eyes are her best feature.

a) a long story
c) a movie
b) characteristic
d) opposite of past

____ 17. "This is a private affair, and none of your business," Jason replied.

a) have influence
c) matter or concern
b) yearly show
d) letter

____ 18. Mary created a beautiful painting.

a) produced or made
c) imagined
b) a wooden container
d) saw

____ 19. America has a democratic form of government.

a) political party c) rule by the people

b) the President decides d) tyrant

____ 20. The soldiers were fighting in defense of their country.

a) attacking c) protecting against harm

b) person against plaintiff d) football position

UNIT 1: VOCABULARY Test 5
Sentence Completion

DIRECTIONS: Choose the words which best complete the following sentences. Write the letter of each correct word on the line next to each sentence.

____ 1. The alphabet is the ______ of the English language.

a) basis

b) atom

c) compel

d) commerce

____ 2. The smell filling the bakery shop was a ______ of fresh breads and pastries.

a) converse

b) novel

c) compound

d) conflict

____ 3. The eye-witness gave an ______ description of the suspect.

a) alert

b) accurate

c) illustrate

d) element

____ 4. Imported cars are an example of foreign ______.

a) herald

b) hydrogen

c) commerce

d) novel

____ 5. John was ______ to investigate the false charges.

a) commissioned

b) involved

c) exposed

d) staff

____ 6. Jan ______ a children's book.

a) thoroughly

b) ore

c) authored

d) recent

____ 7. I can ______ you that the car will be fixed by this afternoon.

a) assume c) consist

b) refer d) assure

____ 8. Scientists have studied ______ atoms.

a) graph c) meter

b) host d) hydrogen

____ 9. Please turn down the ______ on your stereo!

a) utter c) plastic

b) volume d) theme

____ 10. Jack will ______ another coat of paint to the back wall.

a) apply c) display

b) remote d) role

____ 11. There is a paragraph about the author on the ______ page.

a) origin c) publish

b) preceding d) recent

____ 12. Have you thought of a ______ to your problem?

a) solution c) shame

b) relation d) conflict

Sentence Completion

____ 13. He continued in the race ______ his injury.

a) injured c) fled

b) exposed d) despite

____ 14. Can you ______ the three main points of his speech?

a) campaign c) identify

b) major d) site

____ 15. Does anyone ______ the house at 1423 Park Lane?

a) brief c) occur

b) occupy d) render

____ 16. Be sure to read the ______ before you buy the product.

a) graph c) bond

b) numeral d) label

____ 17. Steve must pay $150.00 ______ month for his new car.

a) wages c) rate

b) per d) bond

____ 18. I read about the accident in a ______ newspaper article.

a) recent c) plural

b) response d) numerous

____ 19. Tom's ______ will increase if he receives a good employee evaluation in three months.

a) policy c) wages

b) welfare d) career

____ 20. If you want to lose weight, get more exercise and eat smaller ______ at mealtime.

a) ounces c) particles

b) portions d) process

Synonyms

DIRECTIONS: Choose the best synonym for the following words. Write the letter of the correct synonym on the line next to the word.

_____ 1. axis

a) earth c) planet

b) axle d) rotate

____ 2. theme

a) as c) topic

b) headline d) minor

____ 3. tense

a) verbs c) relaxed

b) taut d) song

____ 4. loop

a) rope c) noose

b) hole d) conceal

____ 5. federal

a) state c) party

b) national d) local

____ 6. define

a) meaning c) word

b) describe d) dictionary

____ 7. cylinder

a) chamber c) bicycle

b) engine d) conceal

____ 8. bond

a) spy c) rope

b) link d) money

____ 9. contrast

a) same c) usual

b) agreement d) difference

____ 10. magnificent

a) dull c) remarkable

b) large d) sound

____ 11. local

a) find c) national

b) regional d) area

____ 12. standard

a) unusual c) stay

c) criterion d) priority

____ 13. minor

a) major c) important

b) unimportant d) greater

____ 14. diagram

a) death c) chart

b) measurement d) metric

____ 15. opera

a) drama
b) singing
c) musical
d) verbal

____ 16. accomplish

a) achieve
b) work
c) try
d) make no attempt

____ 17. conflict

a) peace
b) warfare
c) same
d) order

____ 18. engage

a) fire
b) employ
c) dismissal
d) marriage

____ 19. argument

a) agreement
b) kill
c) dispute
d) mad

____ 20. empire

a) queen
b) ruler
c) kingdom
d) section

UNIT 1: VOCABULARY Test 7

Antonyms

DIRECTIONS: Choose the best antonym for the following words. Write the letter of the correct antonym on the line next to the word.

_____ 1. individual

a) group

b) person

c) single

d) few

_____ 2. inform

a) show

b) conceal

c) tell

d) not formal

_____ 3. appropriate

a) suitable

b) proper

c) improper

d) exact

_____ 4. involves

a) includes

b) easy

c) omits

d) difficult

_____ 5. plural

a) many

b) various

c) singular

d) numerous

_____ 6. brief

a) terse

b) short

c) lengthy

d) suitcase

_____ 7. complicated

a) simple

b) hard

c) difficult

d) lengthy

____ 8. sacred

a) holy c) profane

b) cherished d) religious

____ 9. numerous

a) many c) few

b) number d) several

____ 10. interior

a) outside c) decorator

b) inside d) within

____ 11. devil

a) angel c) demon

b) evil d) goodness

____ 12. industry

a) production c) idleness

b) company d) business

____ 13. rapid

a) swift c) fast

b) quick d) slow

____ 14. midst

a) middle c) outside

b) center d) inner

____ 15. genius

a) ignoramus c) prodigy
b) intelligent d) smart

____ 16. display

a) conceal c) exhibit
b) show d) reveal

____ 17. host

a) entertainer c) hostess
b) person d) guest

____ 18. remote

a) distant c) afar
b) close d) apart

____ 19. unite

a) separate c) join
b) combine d) mix

____ 20. major

a) important c) colonel
b) useful d) minor

UNIT 1: VOCABULARY Test 8
Definitions

DIRECTIONS: Choose the best definition for each of the following words. Write the letter of the definition on the line next to the word.

____ 1. raft

a) measurement of time c) supporting beam

b) cool aid d) floating platform

____ 2. herald

a) sister of Zeus c) paper

b) person that announces d) singing

____ 3. mercury

a) one of the heaviest elements c) colorless, odorless gas

b) odorous gas d) thermometer

____ 4. harmony

a) sing a song c) music

b) chords that go with the melody d) guitar

____ 5. association

a) group of singles c) member

b) partnership d) separated

____ 6. vocabulary

a) to talk c) to read

b) language that you use d) English

____ 7. assume

a) take for granted
b) an idea
c) make sure of
d) eat

____ 8. mammals

a) warm-blooded animals
b) cold-blooded animals
c) reptiles
d) all animals

____ 9. rectangle

a) 3-sided figure
b) 4-sided figure with equal sides
c) any angle
d) 4-sided figure with 90 degree angles

____ 10. meter

a) meeting someone
b) measuring device
c) parking
d) machine

____ 11. punctuation

a) to pierce
b) standard marks in writing
c) on time
d) not tardy

____ 12. reptiles

a) warm-blooded animals
b) cold-blooded animals
c) mammals
d) all insects

UNIT 1: VOCABULARY Test 8
Definitions

____ 13. refer

a) direct to help
b) 4 equal sides
c) refrigerator
d) to point out, show

____ 14. billion

a) one thousand million
b) one hundred million
c) million
d) million million

____ 15. core

a) outside
b) go around
c) center
d) seeds

____ 16. carbon

a) gas
b) copy paper
c) a chemical element
d) coal

____ 17. decimal

a) ten
b) number system based on 10
c) hundred
d) point

____ 18. extend

a) to make longer
b) to make larger
c) size
d) to shorten

____ 19. senate

a) part of U. S. Congress
b) lower house of U. S. Congress
c) political party
d) the house of representatives

____ 20. thermometer

a) measures water
b) measures temperature
c) measures time
d) measures light

UNIT 1: VOCABULARY — Test 9
Context

DIRECTIONS: Choose the best definitions for the underlined words. Write the letters of the correct definitions on the lines next to each sentence.

____ 1. It is important that you wash your hands thoroughly before preparing the food.

a) insufficiently
b) with soap
c) completely
d) quickly

____ 2. It is a miracle that they survived the crash.

a) endured
b) died
c) weren't hurt
d) weren't involved

____ 3. The stewardess asked the passengers to put their seat backs in a vertical position prior to landing.

a) line
b) locked
c) horizontal
d) upright

____ 4. James and John have similar personalities.

a) different
b) famous
c) humourous
d) alike

____ 5. Sarah's poor attitude kept her from doing well at her new job.

a) bad emotion
b) point of view
c) feelings
d) health

____ 6. The film was exposed when he opened the camera in the sunlight.

a) uncovered
b) blank
c) developed
d) covered

____ 7. Each time the train passed by, the house would vibrate.

a) move
b) jump
c) get cold
d) quiver

____ 8. Tom made a graph to show the improvement of his grades over the past two years.

a) chart
b) impression
c) paper
d) poster

____ 9. Sam became ill during football practice as a result of the extreme heat.

a) high
b) intense
c) hot
d) lack of

____ 10. The homework assignment is to illustrate one of the poems we read in class today.

a) write about
b) represent with a picture
c) copy
d) read

____ 11. The trees were uprooted during the violent storm.

a) wind
b) rain
c) fierce
d) tornado

____ 12. The police went to the site of the accident to make out a report.

a) location
b) street
c) pace
d) people

____ 13. You must list the price and quantity on the order form.

a) condition
b) number
c) description
d) tax

____ 14. Are you going to pay cash for the motorcycle?

a) a check
b) money order
c) credit
d) money

____ 15. What do you propose we do about this matter?

a) suggest
b) demand
c) think
d) say

____ 16. At what rate of speed was she driving?

a) violent
b) mile
c) measure
d) path

____ 17. Newborn infants need a special formula or breast milk their first months of life.

a) clothes
b) pasteurized
c) food
d) recipe

____ 18. There has been a constant flow of people into the stadium for the last five minutes.

a) unchanging
b) large
c) changing
d) small

____ 19. Which do you prefer, chicken or turkey?

a) dislike c) like best

b) cook d) order

____ 20. Does the job require a uniform?

a) ask c) tell

b) rule d) demand

Sentence Completion

DIRECTIONS: Choose the words which best complete the following sentences. Write the letter of each correct word on the line next to each sentence.

____ 1. The class went on a field trip to hear the Atlanta Symphony ________.

a) band c) orchestra

b) quartet d) duet

____ 2. Jan's ______ to my invitation came in yesterday's mail.

a) response c) relation

b) policy d) phrase

____ 3. The judge's decision was for the ______ of the child.

a) sphere c) structure

b) plateau d) welfare

____ 4. There are two ______ in the word "letter."

a) vowels c) consonants

b) plurals d) roles

____ 5. I could tell from the ______ of his voice that he was angry.

a) utter c) tone

b) source d) plateau

____ 6. The player was ______ during the second quarter of the game.

a) independent c) confusion

b) injured d) ore

UNIT 1: VOCABULARY Test 10
Sentence Completion

____ 7. The injury left a ______ scar on his leg.

a) permanent c) previous
b) source d) technical

____ 8. We discussed that at a ______ meeting.

a) origin c) relation
b) previous d) source

____ 9. The wild animal gave litle ______ after the capture.

a) process c) resistance
b) species d) substance

____ 10. Were you able to find out the ______ of this word?

a) possess c) publish
b) policy d) origin

____ 11. Do you think you are ______ of doing the job?

a) career c) devote
b) available d) capable

____ 12. "This noise must ______ at once!" he screamed.

a) cease c) confusion
b) compel d) depart

____ 13. Keeping a notebook will help you ______ the material.

a) phrase c) organize

b) sphere d) reveal

____ 14. It is the ______ of the school that students will not be allowed to park in that area.

a) policy c) origin

b) source d) structure

____ 15. Sam is playing the ______ of the detective in the school play.

a) professional c) theme

b) role d) murder

____ 16. What ______ did you use to get the information for the report?

a) structures c) themes

b) sources d) elements

____ 17. Tim wanted to ______ his true feelings to his father.

a) brief c) conduct

b) devote d) communicate

____ 18. To do a good job, you must be willing to ______ both time and energy.

a) depart c) devote

b) contact d) staff

____ 19. What night did the accident ______?

a) create c) occur

b) occupy d) exist

____ 20. The child ______ from the room when the dog barked.

a) fled c) shamed

b) barren d) concluded

UNIT 2

THE WRITING PROCESS

Intended Outcome addressed in this unit:

The student will be able to apply knowledge of grammar, spelling, usage, and mechanics to written composition.

INTRODUCTION

This unit covers grammar, usage, and mechanics. The teacher's guide provides suggested strategies and activities for each section and is followed by study sheets and sample activities which are intended to provide practice and reinforcement of presented skills.

Grammar and Usage

Study sheets and learning activities are provided for nouns, pronouns, possessives of nouns, adjectives, verbs (including regular, irregular, and troublesome), adverbs, and subject-verb agreement. Since this unit deals with the writing process, emphasis should be placed on the applicability and transference of these rules to written expression.

SUGGESTED TEACHER ACTIVITIES

1. For practice, have the students write at least five original sentences at the completion of each new usage activity.

2. Have students identify specific parts of speech from a written product (e.g., newspaper, written assignments, stories, or poems from literature selections).

3. Ask students to make crossword puzzles or riddles using usage problems and parts of speech.

Mechanics

Spelling

A series of learning activities has been designed for students who need further practice with words from the Florida Department of Education Student Assessment Minimal List for Spelling, Grade 11 (p. 106). Activities are provided for the first 70 words on the list. The teacher may choose to create similar activities for the other 154 words or other words may be substituted for those in the given activities. Also presented are rules and activities which address the spelling of plural nouns.

Spelling - (cont'd)

SUGGESTED TEACHER ACTIVITIES

1. Present the words from the Florida Department of Education Student Assessment of Minimal List for Spelling (p. 106) in groups of ten each week.

2. Require the students to use the dictionary to locate each word and then write the words in syllables.

3. Pronounce the words in class noting the parts of the word that are not spelled phonetically.

4. When teaching literature, incorporate vocabulary words from the sections into spelling lists.

5. In the literature selections (Unit 7), the teacher should create a vocabulary list when a list is not provided. If the vocabulary is extensive, the words should be chosen based on the needs of the students.

6. Group words with common spelling patterns or syllabication patterns for instruction.

Capitalization

The purpose of this section is to teach the proper use of capitalization. The following are suggested strategies and activities intended to provide further instruction and practice.

SUGGESTED TEACHER ACTIVITIES

1. Introduce and demonstrate the rules of capitalization prior to assigning learning activities.

2. Provide visual instruction using the blackboard, charts, overhead projectors, etc.

3. Provide for individual student practice and group practice using seat work and blackboard activities.

4. Allow students to work in pairs.

5. Have students circle capital letters in newspapers and magazines to help them generalize this concept.

6. Have students bring in examples of capitalization they've noticed on signs, labels, billboards, etc.

Capitalization - (cont'd)

7. Give a daily assignment which requires the students to write a five-sentence paragraph about an important event or noteable happening of the previous day.

8. Have students write paragraphs in which they purposely fail to capitalize letters. After exchanging papers, have the students capitalize the appropriate words on their partners' papers.

Study Sheet
Nouns

Nouns are words which name people, places, things, or ideas.

persons	places	things	ideas
sister	zoo	car	joy
Jim	Tallahassee	typewriter	fear
Mother	Canada	book	thought
teacher	city	desk	pleasure
President Reagan	gym	football	happiness

Nouns can name things which can be touched as well as things which cannot be touched.

things that can be touched	things that cannot be touched
car	surprise
table	activity
boy	knowledge
Mary	thought
hill	resource

Nouns which name specific people, places, and things are called proper nouns and begin with a capital letter.

proper nouns	common nouns
Mary	boy
Panama City	idea
U. S. Post Office	fun
Gulf of Mexico	car
Mosley High School	building

Learning Activity
Nouns

DIRECTIONS: Circle the nouns in the following lists of words:

city
in
calm
pen
cattle
last
trees
streets

cry
down
get
base
happiness
many
by
family

fielder
read
John
Miami
help
lovely
pretty
gallop

Place the nouns you have circled in the following sentences:

1. The ____________ stood under the shade of the ___________ on the hot day.

2. The ___________ threw the ball to third ______________.

3. Washington, D.C. is a ___________ with many one-way _______________________.

4. ______________ is having good friends.

5. ____________ gave his _____________ to the child who lost his pencil.

6. The ______________ went to _____________ on their vacation.

Pronouns are words which take the place of nouns. These words keep us from using the same word over and over. For example, instead of saying, "John opened the door of John's car, took out John's grocery bags, and went into John's house," you would say, "John opened the door of his car, took out his grocery bags, and went into his house."

The word "John" which comes before the pronoun his in the sentence above, is called an antecedent. The word antecedent means to come before, so the noun "John" comes before the pronoun which renames it.

Other pronouns could be used to rename John. The pronouns, "he" or "him" could rename John in other sentences.

Pronouns must reflect the number of their antecedents. If the noun is singular, the pronoun form must also be singular. The pronoun form must be plural to be in agreement with a plural noun.

Examples:

noun	pronoun
girls -	they, their, theirs, them
girl -	she, her, hers
boys -	they, their, theirs, them
boy -	he, him, his
tables -	they, their, them
table -	it, its

The following lists contain only pronouns. The pronouns in the lists are designated as either singular or plural.

singular	plural
I, me, my, mine	we, us, our, ours
you, your, yours	you, your, yours
he, him, his	they, them, their, theirs
she, her, hers	they, them, their, theirs
it, its	they, them, their, theirs

DIRECTIONS: Choose the correct pronouns for each antecedent (noun). Write the pronouns on the lines below.

Example: dog - it, its

List of pronouns:

he
I
they
its
her
we
my
ours
their
him
me
she
it
his
them
hers
theirs
us
mine
our

1. Mary - ________, ________, ________

2. ____________________ - ________, ________, ________, ________
(your name)

3. three boys - ________, ________, ________, ________

4. Tom - ________, ________, ________

5. six women - ________, ________, ________, ________

6. one football - ________, ________

7. yourself and 2 friends - ________, ________, ________, ________

Nouns can show possession or ownership:
Ted's car

The 's above means the car of Ted. It means the same as saying this is the car that belongs to Ted.

Read the sentences below. Which one means the same as this sentence?
There is the jogger's suit.

1. There is the jogger.
2. The jogger lost his suit.
3. There is the suit that belongs to the jogger.

If you selected 3, you were correct.

Nouns can also show that feelings or ideas belong to a person, for example, Shirley's interest or Fred's happiness. Possessive nouns may be used to show ideas, such as a month's vacation, two weeks' work, or an hour's wait.

To form possessives of singular nouns, the regular rule is to add 's.

Example: Nina's dress
Player's leg

If the noun is plural and ends in s, only add an apostrophe.

Example: artists' houses
students' lockers
mothers' decisions

If a noun is plural but does not end in s, add an apostrophe and an s.

Example: children's playhouse
women's friends

DIRECTIONS: Circle the word which shows possession in the following sentences:

1. The man's wife was at the movies.
2. Did anyone hear Walter's speech to the students?
3. It is possible that the minister's sermons were old ones.
4. The pitcher's glove was stolen.
5. Many of Mary's antiques were bought in Louisiana.
6. Sara's ticket to the concert was washed by mistake.
7. It was hard to believe the storm's winds reached 75 m.p.h.
8. The boys' locker room was crowded after the game.
9. The book's title was too long.
10. This morning's news is on channel 10.

DIRECTIONS: Write the possessive of the following nouns:

1. men ________________
2. roof ________________
3. mouse ________________
4. train ________________
5. boats ________________
6. sheep ________________
7. halo ________________
8. church ________________
9. hour ________________
10. class ________________
11. wives ________________
12. ox ________________
13. trains ________________
14. health ________________
15. Sam ________________
16. day ________________
17. dresses ________________
18. knives ________________
19. car ________________
20. man ________________

UNIT 2: THE WRITING PROCESS
Grammar

Learning Activity
Possessives of Nouns

DIRECTIONS: In front of each sentence below, write the possessive form of the underlined words.

1. ____________ Wayne pass was overthrown.

2. ____________ The neighbors watched the houses destruction.

3. ____________ The teachers meeting lasted until 12:00.

4. ____________ The mices cheese was stolen.

5. ____________ No one saw Charles car disappear.

6. ____________ We saw the deers salt lick in the park.

7. ____________ The children fixed the radios knob.

8. ____________ The calves mother was lost.

9. ____________ The knifes point was very sharp.

10. ____________ Did he break the pianos keys?

DIRECTIONS: Rewrite the following sentences.
Use 's to show ownership:

Example: The car of Jim was locked.
Jim's car was locked.

1. The watch of Mr. Smith was stolen.

2. Ina noticed the diary of Ellen on the dresser.

3. The grandchildren of the doctor had a birthday party for

4. Did anyone find the scarf of Renee that she lost?

5. There is no reason to ruin the happiness of Jim.

6. We watched the fingers of the secretary fly across the typewriter.

7. The families of the men were at the airport when they returned.

8. The lanes of the swimmers were not marked clearly.

9. The clothes of Sherry were very nice.

10. Letters were mailed to the parents of the children.

Adjectives describe or give more information about nouns. If you read the word dog (a noun), you may not think of the same dog as the writer. If the writer says "a small dog," then you know more about what he is trying to tell you. If the writer then gives you the information that the dog is "a small, black, poodle dog," you get a much clearer picture. The words "small," "black," and "poodle" are adjectives giving you additional information about the noun.

You can think of adjectives as crayons which are used to color pages in a coloring book. The noun alone is the uncolored page - a white sheet with the outline of a picture on it. As the colors (adjectives) are added to the page (nouns), the picture becomes clearer, more easily seen, and more clearly understood.

In the English language, adjectives come before the nouns. They are the words directly in front of nouns. Examples: pretty girl; small, pretty girl; hot, humid day; cold water; and tall building.

Adjectives describe nouns by telling "which one," "what kind," or "how many" there are.

Examples of "which one" would be: blue shirt
fat pig

Examples of "what kind" would be: poodle dog
Ford car
study table

Examples of "how many" would be: three cats
few days
many houses

Adjectives help us to gain information about nouns. Through the use of adjectives we learn "which one" we are talking about, "what" kind it is, and "how many" there are.

DIRECTIONS: Match the adjectives with the nouns by placing the adjectives on the lines before the nouns they describe.

1. ____________________ child

2. ____________________ weather

3. ____________________ horror

4. ____________________ lamp

5. ____________________ ship

6. ____________________ calendar

7. ____________________ hair

8. ____________________ load

9. ____________________ vacation

10. ____________________ traveler

bright
old
blonde
heavy
weeping
rainy
summer
weary
great
big

Learning Activity
Adjectives

DIRECTIONS: Circle the adjectives in the lists below:

scary
lighted
coat
moving
gentle
man

sleeping
before
happy
goes
tall
case

many
pine
for
strong
beautiful
throw

Place the adjective from the lists above in the spaces before the nouns they describe. Answers may vary.

1. The _______ telephone (n.) pole swayed in the hurricane's ________ (n.) wind.

2. The rapidly ____________ (n.) train sped through the _____________ (n.) town.

3. The ___________ (n.) noises of the night creatures frightened us as we walked through the __________ (n.) forest.

4. The ____________ (n.) faces of the children could be seen as they crowded around the ___________ Christmas (n.) tree loaded with ______________ (n.) presents.

5. The ____________ (n.) tree swayed in the _____________ (n.) breeze.

DIRECTIONS: Write 5 sentences using adjectives. Underline the adjectives and circle the nouns the adjectives modify.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

DIRECTIONS: Write a descriptive paragraph using a variety of adjectives. Underline each adjective.

____

____

____

____

____

____

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____

Learning Activity
Nouns, Pronouns, Adjectives

DIRECTIONS:

A. Indicate whether the underlined words in the following sentences are nouns (n), pronouns (p), or adjectives (a).

Write the letter (n), (p), or (a) above each underlined word.

1. The lively kitten bounded after the ball of red yarn.

2. The frisky dog chased its tail.

3. The square box was filled with delicious candies.

4. The mailman stopped his mail truck in front of my house.

B. Using nouns, list as many parts of the body as you can (at least six). Then, under each body part, list at least three adjectives which describe each part. Avoid using the words "big" and "little."

Verbs are words which tell what is happening in a sentence. Most verbs show action. Some examples of action verbs are yell, grind, paste, and run. Verbs also can simply tell that something exists.

The most common verb which doesn't show action is the linking verb "be." This verb indicates that something exists or has been. This verb is often difficult to find in sentences because it has so many forms. Following are singular and plural forms of the verb "be."

singular			plural		
(I)	am	was	(we)	are	were
(you)	are	were	(you)	are	were
(he, she, it)	is	was	(they)	are	were

The forms of "be" are also different when used with helping verbs. Some examples are:

am being	have been
are being	has been
was being	will be
were being	should be

When writing you should remember that the use of verbs is extremely important. They can add great variety and description to composition. A properly chosen verb can add greatly to the meaning of sentences. For example, instead of saying "The man fell to the ground", use one of the following verbs to make the meaning clearer:

The man plunged to the ground.

The man staggered to the ground.

The man sank to the ground.

The man flopped to the ground.

Each of these sentences shows a different kind of action even though the same result occurs. In each sentence the man ends up on the ground, but the reader sees more clearly how the action happened.

A verb expresses the action in a sentence. It also helps to express a complete thought. An example of an action verb is:

John hit the ball.

Hit is the verb in the sentence telling what John did. Find the verb in each sentence below:

1. The audience laughed at the comedian.
2. Anne danced the night away.
3. The team won the game.

Answers:

1. laughed
2. danced
3. won

If you answered correctly, you can recognize action verbs.

Another type of verb is a linking verb which connects the subject with a word that explains or renames the subject.

Maria looked lovely.

Maria is the subject, looked is the linking verb and lovely is the word which renames the subject, Maria. There are 12 common linking verbs:

appear
become
feel
grow
look
remain
seem
smell
sound
stay
taste
to be (several forms)

The most common linking verb is any form of the verb "to be" (am, are, is, been, be, being, was, were). Sentences using linking verbs do not show action, they show feeling or description. Some examples follow:

1. He feels happy.

2. She seems sad.

3. The food tastes good.

4. The popular rock star appeared early in the show.

DIRECTIONS: Underline the verbs in each sentence and tell whether or not they are action or linking verbs.

Examples:

A disabled ship has been sighted offshore. linking

The puppy cried all night. action

1. The dog growled at the passerby. ______________

2. The day is almost over. ______________

3. The committee tabled the motion. ______________

4. The fire shimmered in the night. ______________

5. The result could have been grim. ______________

6. He should be here by now. ______________

7. The cat dashed across the street. ______________

8. The lioness licked her cubs. ______________

9. Sarah has been sick. ______________

10. Sam is a photographer. ______________

UNIT 2: THE WRITING PROCESS — Learning Activity
Grammar — Verbs

DIRECTIONS: In the following sentences, write three verbs that are more descriptive than the ones underlined. Sometimes you may need to alter the sentence because of the words you have chosen. (You may use a dictionary or a thesaurus.)

1. The policeman walked down the street.

   a. ______________

   b. ______________

   c. ______________

2. The boy sat in the chair.

   a. ______________

   b. ______________

   c. ______________

3. The lady said, "I am fine."

   a. ______________

   b. ______________

   c. ______________

4. The rain fell outside the window.

   a. ______________

   b. ______________

   c. ______________

5. The student did his homework.

   a. ______________

   b. ______________

   c. ______________

Adverbs give information about verbs, adjectives and other adverbs, just as adjectives give information about nouns. The information adverbs can give about verbs is

- "how" the action happened,
- "when" the action happened,
- "where" the action occurred,
- "to what extent or degree" the action happened (how much of it), and
- "how often" the action happened.

Examples

"how" - The machine ran smoothly.

"when" - The answer came soon.

"where" - The child ran home.

"to what extent" - The baby cried very hard.

"how often" - The boy always does his homework.

The most common adverb telling the extent or degree of an action is "very." In our language, adverbs usually come after the verbs they modify (Example: The boy ran quickly.), but that isn't necessary. When adverbs modify adjectives and other adverbs they come before the words (Example: The boy ran very quickly.).

If a writer is skillful in his use of descriptive verbs and in addition is skillful with the use of adverbs, very meaningful sentences will be constructed.

DIRECTIONS: In the following sentences the adverbs are underlined. Fill in the chart below giving the information for each underlined adverb.

1. The big elephant ambled very slowly.
2. The extremely pretty girl won the beauty contest easily.
3. Football season arrived suddenly.
4. She submitted her paper late.
5. The frightened mouse scampered away.
6. The ancient camel chewed his cud gravely.
7. The overly anxious mother was afraid.
8. Rarely is the student absent from school.

Adverb	Word Modified	Question Answered
1. very		
2. slowly		
3. extremely		
4. easily		
5. suddenly		
6. late		
7. away		
8. gravely		
9. overly		
10. Rarely		

Learning Activity
Verbs and Adverbs

DIRECTIONS: Write a paragraph containing at least five sentences using adverbs and descriptive verbs. Underline the verbs in the paragraph then list the adverbs below. Next to the list of adverbs, write the word modified and the question answered.

Adverbs	Word Modified	Question Answered

UNIT 2: THE WRITING PROCESS — Study Sheet
Usage — Regular and Irregular Verbs

A verb has four principal parts:

Infinitive	Present Participle	Past	Past Participle
(to) laugh	(am, is, are) laughing	laughed	(has, have) laughed

All forms of the verbs come from these principal parts. The present participle and the past participle are used with a helping verb, such as am, is, are, has, or have. For example:

I am laughing at the story.

She had laughed last week.

Irregular verbs form their tenses in different ways. An example for the verb "blow" follows:

Infinitive	Present Participle	Past	Past Participle
(to) blow	(is) blowing	blew	(has) blown

The following is a partial list of other irregular verbs:

IRREGULAR VERBS

	Present	Past	Past Participle
1.	Today I AM	Yesterday I WAS	I have BEEN
2.	Today I BEAT	Yesterday I BEAT	I have BEATEN
3.	Today I BECOME	Yesterday I BECAME	I have BECOME
4.	Today I BEGIN	Yesterday I BEGAN	I have BEGUN
5.	Today I BITE	Yesterday I BIT	I have BITTEN
6.	Today I BLOW	Yesterday I BLEW	I have BLOWN
7.	Today I BREAK	Yesterday I BROKE	I have BROKEN
8.	Today I BRING	Yesterday I BROUGHT	I have BROUGHT
9.	Today I BUY	Yesterday I BOUGHT	I have BOUGHT
10.	Today I CATCH	Yesterday I CAUGHT	I have CAUGHT
11.	Today I CHOOSE	Yesterday I CHOSE	I have CHOSEN

Irregular Verbs - cont'd.

Present	Past	Past Participle
12. Today I CLIMB	Yesterday I CLIMBED	I have CLIMBED
13. Today I DO	Yesterday I DID	I have DONE
14. Today I DRAW	Yesterday I DREW	I have DRAWN
15. Today I DRINK	Yesterday I DRANK	I have DRUNK
16. Today I DRIVE	Yesterday I DROVE	I have DRIVEN
17. Today I EAT	Yesterday I ATE	I have EATEN
18. Today I FALL	Yesterday I FELL	I have FALLEN
19. Today I FLY	Yesterday I FLEW	I have FLOWN
20. Today I FORGET	Yesterday I FORGOT	I have FORGOTTEN
21. Today I FREEZE	Yesterday I FROZE	I have FROZEN
22. Today I GIVE	Yesterday I GAVE	I have GIVEN
23. Today I GOT	Yesterday I WENT	I have GONE
24. Today I GROW	Yesterday I GREW	I have GROWN
25. Today I HEAR	Yesterday I HEARD	I have HEARD
26. Today I KNOW	Yesterday I KNEW	I have KNOWN
27. Today I LAY	Yesterday I LAID	I have LAID
28. Today I LEAVE	Yesterday I LEFT	I have LEFT
29. Today I LIE	Yesterday I LAY	I have LAIN
30. Today I PAY	Yesterday I PAID	I have PAID
31. Today I RIDE	Yesterday I RODE	I have RIDDEN
32. Today I RING	Yesterday I RANG	I have RUNG
33. Today I RISE	Yesterday I ROSE	I have RISEN
34. Today I RUN	Yesterday I RAN	I have RUN
35. Today I SEE	Yesterday I SAW	I have SEEN

Irregular Verbs - cont'd.

	Present	Past	Past Participle
36.	Today I SET	Yesterday I SET	I have SET
37.	Today I SHAKE	Yesterday I SHOOK	I have SHAKEN
38.	Today I SHRINK	Yesterday I SHRANK	I have SHRUNK
39.	Today I SING	Yesterday I SANG	I have SUNG
40.	Today I SINK	Yesterday I SANK	I have SUNK
41.	Today I SIT	Yesterday I SAT	I have SAT
42.	Today I SPEAK	Yesterday I SPOKE	I have SPOKEN
43.	Today I STEAL	Yesterday I STOLE	I have STOLEN
44.	Today I STRIKE	Yesterday I STRUCK	I have STRUCK
45.	Today I SWIM	Yesterday I SWAM	I have SWUM
46.	Today I TAKE	Yesterday I TOOK	I have TAKEN
47.	Today I TEACH	Yesterday I TAUGHT	I have TAUGHT
48.	Today I TEAR	Yesterday I TORE	I have TORN
49.	Today I THINK	Yesterday I THOUGHT	I have THOUGHT
50.	Today I THROW	Yesterday I THREW	I have THROWN
51.	Today I WEAR	Yesterday I WORE	I have WORN
52.	Today I WRITE	Yesterday I WROTE	I have WRITTEN

DIRECTIONS: Read each sentence orally. Underline the complete verb.

1. I have written to you several times in the past month.

2. Did you finish everything on time?

3. Yesterday I forgot to take the dinner out of the freezer.

4. Today I will sing the song at 2:30 p.m.

5. He chose to wear the red jacket.

6. She began to answer slowly.

7. I have beaten you at that game several times.

8. I have worn that blue dress to several parties.

9. I thought we could wait until Tuesday.

10. I took the tickets to his house yesterday.

DIRECTIONS: Circle the correct form of the verb to complete the sentence.

1. Yesterday I (gave, given) you ten dollars.

2. I had (draw, drawed, drawn) that picture before.

3. He (bit, bitten) his finger yesterday.

4. He has not (ate, eaten) in several days.

5. He had (heard, heared) that no one could visit him.

6. Yesterday she (go, went) to the store early.

7. Yesterday I (leaved, left) a $5 tip.

8. The choir (sang, sung) yesterday in church.

9. He never (stolen, stole) the money.

10. He had (pay, paid) for the tickets earlier.

DIRECTIONS: Circle the correct form of the verb to complete the sentence.

1. Yesterday the dog (bited, bit) the postman.
2. Today I can (do, did) the work at 2:00 p.m.
3. Yesterday we (drove, drived) 300 miles in one day.
4. Jane has often (draw, drawn) pictures of her friends.
5. The birds (flew, flown) away when I approached them.
6. Yesterday Henry (forgot, forgotten) to lock the door.
7. Janice (paid, pay) for her dinner with a $10 bill.
8. The sun has (rose, risen) at 5:30 a.m. every day this week.
9. Henry and John (sat, set) down to read the books.
10. Mary and Jennifer (sang, sung) a duet in the music contest.
11. Sue and Bob (thought, thoughted) it had been raining.
12. The bell (rang, rung) yesterday at 2:30.
13. The bell has (rang, rung) everyday at 2:30 this year.
14. Did he (leave, left) his shirt on the floor?
15. He felt like he was (froze, frozen) after the snowstorm.
16. He had (shook, shaken) the limbs until the apples fell down.
17. They (began, begun) the marathon at 10:00 a.m.
18. The hometown team was (beat, beaten) by the team from Miami.
19. We (chose, chosen) to do everything tomorrow.
20. He has (chose, chosen) to leave on vacation Friday.
21. They have (buy, bought) two new cars this year.
22. Can you (catch, caught) the next train?
23. He has (stole, stolen) two radios from the store.
24. He (tore, torn) the shirt when he climbed the tree.
25. He has (wrote, written) six letters in the past week.

Usage Troublesome Verbs: Lie and Lay

The verb "lie" means to rest or recline. The principal parts of the verb are: lie, lying, lay, (has, have) lain.

Examples of LIE: The book lies on the desk.
The book lay there yesterday.
It has lain there all week.

"Lay" means to put down or to place something. The principal parts of the verb are: lay, laying, laid (has, have) laid. The principal parts for each verb should be memorized.

Examples of LAY: He lay the book on the table.
He laid the book there yesterday.
He has laid the book on the desk.

When deciding whether to use lie or lay, ask yourself which meaning you intend:

1. If you mean to be in a resting position, use lie.
2. If you mean to put something down, use lay.

Then, decide what time is being expressed in the sentence. Is the action taking place now (present tense) or has it already happened (past tense)?

Look at the following sentences:

1. The dog (lay, laid) in the grass.

   Do you mean the dog is reclining or resting in the grass or that someone placed the dog in the grass? Of course, this sentence means the dog is resting in the grass so the correct verb to use is "lie."

   Is the action taking place now (present tense) or has it already happened (past tense)? Past tense is expressed. The past tense of lie is lay; therefore, the correct form of the verb is "lay."

2. The boy (lay, laid) his coat on the chair.

   Does this mean something is reclining or something was put or placed in the chair? Of course, it means the boy placed his coat on the chair so the correct verb to use is "lay."

   Is the action taking place now (present tense) or has it already happened (past tense)? Past tense is expressed. The past tense of lay is laid; therefore, the correct form of the verb is "laid."

DIRECTIONS: Read the following sentences orally so you can hear the correct form of the verb. Underline the complete verb.

1. The book is lying somewhere in the house.

2. Henry laid the book on the table yesterday.

3. Mother lay down for a nap yesterday.

4. Mother laid the baby in her crib for a nap.

5. Tod had just laid the book on the table, when the phone rang.

6. Mother had just lain down when Tim cam home.

7. Laying the food on the counter, Fred invited everyone to help themselves.

8. Mary Sue is lying under the oak tree.

9. The Atlantic Ocean lies east of Jacksonville.

10. He has lain in bed for three days.

Learning Activity
Troublesome Verbs: Lie and Lay

DIRECTIONS: Circle the correct form of the verb.

1. Grand Lake (lays, lies) east of Marianna.

2. They (lay, laid) the cornerstone for the new building yesterday.

3. Reggie has (lain, laid) in bed for two weeks.

4. The clothes are (lying, laying) on the bed.

5. After the soap operas finished, Mary (lay, laid) down to take a nap.

6. The dog is (lying, laying) on the front porch.

7. Henry (lay, laid) his graduation cap and gown on the table.

8. We hadn't (lain, laid) the books there.

9. Can't you (lie, lay) the pictures over there?

10. He must have (laid, lain) in the sun for hours to be so red.

11. The reporter (lay, laid) the phone down.

12. He has (lain, laid) on the floor to watch television.

13. Who left the photographs (lying, laying) in the sun?

14. The town of Ocala (lies, lays) north of Orlando.

15. The teacher (lay, laid) her plans out to the class.

Usage Troublesome Verbs: Lie and Lay

DIRECTIONS: Fill in the blanks with the appropriate form of lie or lay.

1. Your glasses __________ on the table yesterday.
2. They have _____________ there all week long.
3. Do we have to ______________ under this tree?
4. Charles _________ the stones out for the pathway.
5. Didn't you ___________ the letter on the desk?
6. Our town __________ in a valley between two mountains.
7. The waitress _____________ the meal on the table.
8. Who ______________ the painting upside down?
9. Don't ____________ in the sun too long.
10. Ellen never _________ the blame for the accident on anyone else.

UNIT 2: THE WRITING PROCESS — Study Sheet
Usage — Troublesome Verbs: Sit and Set

The verb "sit" means to be in a sitting position. The principal parts of the verb are sit, sitting, sat, and has or have sat.

Examples of SIT: Sit on the chair.
He sat on the chair.
He has sat on the chair for an hour.

The verb "set" means to put or place something (just like lay). The principal parts of the verb are set, setting, set, and has or have set.

Examples of SET: Set the plate on the table.
He set the plate on the table.
He has set all the plates on the table.

	Present	Past	Present Perfect
sit	sit, sitting	sat	has, have sat
set	set, setting	set	has, have set

When deciding whether to use sit or set, ask yourself which meaning you intend:

1. If you mean to be in a sitting position, use sit.
2. If you mean to put or place something, use set.

DIRECTIONS: Read each of the following sentences orally several times to hear the correct form of the verb. Underline the complete verb in each sentence.

1. The girl set the vase on the table.

2. Henry sat down quickly when he heard the news.

3. James set the time on the clock when the electricity was turned on again.

4. Are you going to sit there all day?

5. The hens sat on the eggs.

6. Sitting by the window, Maria could see the children playing in the yard.

7. He sat like a bump on a log at the party.

8. The non-smoking father sets a good example for his child.

9. Please set the flowers by the window.

10. The policeman set the time of the accident at 5:15 p.m.

DIRECTIONS: Circle the correct form of the verb in the following sentences.

1. The florist (sat, set) the flowers on the desk.

2. I always like to (sit, set) in the sun everyday.

3. Please (sit, set) a good example for your child.

4. (Sitting, Setting) a lot every day is not good for you.

5. (Sit, Set) down and eat your dinner.

6. After he finished his speech, he (sat, set) down and ate dinner.

7. How long were you (sitting, setting) at the bus station?

8. (Sit, Set) your watch by the time on the television.

9. Did he (sit, set) the groceries in the car?

10. Carl (sat, set) in a chair to rest after working out.

DIRECTIONS: Fill in the blanks with the appropriate form of the verb sit or set.

1. He __________ back and watched the football team practice.

2. Did you ________ your alarm for twelve o'clock?

3. We enjoyed ____________ around the campfire and toasting marshmallows.

4. The president spoke to the group and then _____________ down to listen to the other speakers.

5. Susan and Frank __________ under the tree and studied for their geography test.

6. _____________ the book on the table by the door.

7. Have you ever ___________ in an antique chair and had it break?

8. ________________ on the beach on a rainy day is not fun.

9. Jerry _____________ in the director's chair on the movie set.

10. ________________ the table every night was the youngest child's responsibility.

DIRECTIONS: Circle the correct form of the verb in parentheses.

1. Jane (sit, set) the flowers in the vase.

2. (Sitting, Setting) by the door, Harold could see everyone who entered.

3. Alice was (sitting, setting) the time on the clock.

4. The chair (sat, set) by the front door.

5. (Sit, Set) the dishes in the dishwasher.

6. Eliott has (sat, set) her watch every morning.

7. She never has (sat, set) still for more than two minutes.

8. It's impossible that he never (sat, set) a world record.

9. Could it be possible that she's (sitting, setting) still?

10. She has (sat, set) the food on the table so we can eat.

Usage

Agreement of Subject and Verb

The subject and verb in a sentence should agree. This means that if the subject refers to one thing (singular), then the verb should be singular also.

Example: The girl lives in Naples.
The game was played yesterday.

"Girl" is the subject of the first sentence, and the sentence refers to only one girl living in Naples, so the singular form of the verb "lives" is used. Note that the singular form of regular verbs has an "s." In the second sentence, the subject "game" is singular, so the singular form of the verb is used. Note that the verb is in past tense so the "s" isn't needed.

If the subject is plural, the verb should be plural.

Example: The men leave the office at 5 p.m.
Animals were lost in the train accident.

In the first sentence, men is the subject. Since it is plural, the verb "(leave)" must also be plural. Note the plural verb form doesn't have an "s." The subject "animals", in the second sentence, is plural. The plural form of the verb is used.

If some words come between a singular subject and its verb, the verb form of the sentence is not changed.

Example: The girl with five rings lives in Naples.

In this sentence, "girl" is the subject, not rings, so the verb must agree with the subject "girl."

Another example: The boys in the green car live in Mobile.

The subject of the sentence is "boys" and the verb is "live."

Now read the following sentences and circle the correct verb. Check your answers below.

1. Bees (fly, flies) around the hive.
2. Desserts (are, is) served at dinner.
3. The teacher (speaks, speak) to her students.
4. Motorcycles (make, makes) a loud noise.
5. The boys in the club (invite, invites) new members to join in September.
6. The elephants in the circus (stand, stands) on their hind legs.
7. The repairs on the car always (take, takes) a long time to complete.
8. The repair to the plumbing system at the house (cost, costs) $200.
9. The students in the school (is, are) participating in some kind of club.
10. The weather across the country (differ, differs) quite a lot.

(Answers: fly, are, speaks, make, invite, stand, take, costs, are, differs)

Sometimes the subject of a sentence is a pronoun, such as "he," "she," or "they." These pronouns follow a specific rule: If the pronoun is singular, such as "he" or "she," it takes a singular verb.

Example: He loses the keys all the time.

"He" is a singular pronoun, so it takes a singular verb.

If the pronoun is plural, it takes a plural verb.

Example: They lose the keys all the time.

"They" is a plural pronoun, so it takes a plural verb.

Sometimes a pronoun is indefinite, such as "somebody," "something," and "everybody." There are special rules to follow. Indefinite pronouns which end in "-one," "-body," or "-thing" always take a singular verb.

Example: Everybody is enthusiastic.
Nobody can go home early.
Nothing is impossible.

Look at the following pronouns to see which are singular, which are plural, and which may be both singular and plural:

Singular
each
either
neither
one
no one
every one
anyone
someone
everyone
anybody
everybody
somebody

Plural
several
few
many
both

Both
some
any
none
all
most

Whether the pronoun is singular or plural depends on how it is used in the sentence. If they are used in place of a singular word, the pronoun is singular.

Example: Some of the cake is missing.

"Some" refers to "cake," which is singular, so it takes a singular verb.

Example: Some of the cats are missing.

"Some" refers to "cats," which is plural, so it takes a plural verb.

Study Sheet
Agreement of Subject and Verb

Read the following sentences and circle the correct verb. Check your answers below.

1. All of the children (is, are) here.

2. None of the cats (is, are) wandering around.

3. Several of the boys (like, likes) skipping school.

4. Each of the calls (is, are) for Nancy.

5. Everybody (has, have) to take English.

6. Both of the boys (is, are) in my class.

7. Every one of the students (arrive, arrives) on time for the bus.

8. Any of the girls (is, are) free to go with me.

9. All of our study time (is, are) spent in the library.

10. Some of the books (is, are) interesting.

(Answers: are, are, like, are, has, are, arrive, are, is, are)

COMPOUND SUBJECTS

Usually two nouns are joined together by "and" or "or" and both are used as the subject of a sentence.

Example: John and Mary go to the movies every Friday.

Usually the plural verb is used. Look at more examples:

1. The car and the truck were involved in an accident.
2. The girl and the boy meet at the movies.
3. A grey dress and grey shoes look nice together.

In some cases two items together are thought of as one unit; they always go together and make one item. Some examples are: macaroni and cheese, cake and ice cream, and ham and eggs. These words take a singular verb. Look at the following sentences:

1. Macaroni and cheese is served every Tuesday.
2. Ham and eggs is my favorite breakfast.

Singular subjects which are joined by "or" or "nor" use a singular verb.

Examples: Neither Mary nor Sally is going to the movies.
Either the coach or the player is going to the meeting.

When "you" and "they" are used as subjects of a sentence, the verb should be don't which stands for do not. All other subjects take doesn't.

Examples: Sam doesn't have enough money to buy the radio.
They don't want to stay for the whole game.

DIRECTIONS: Circle the correct verb for the following sentences.

1. Few of the girls (has, have) planned to go bowling.

2. I (don't, doesn't) remember how to get to your house.

3. He (don't, doesn't) need much help to paint.

4. My mother or my father (is, are) going with me.

5. Either my sister or my brother (is, are) going, also.

6. John and Henry (is, are) putting the project together.

7. Neither John nor Henry (know, knows) the reporter will be there at 2:00.

8. Cake and ice cream (was, were) served at the party.

9. Every man (is, are) needed to paint the building.

10. Every man, woman, and child (is, are) going to want a ticket for that concert.

DIRECTIONS: Circle the correct verb for the following sentences.

1. Each of the members of the team (is, are) responsible for cleaning up the gym.
2. Few members of the club (is, are) here today.
3. The result of the garage sale (was, were) a profit of $525.
4. Neither of the classes (is, are) interesting.
5. Some of the men (is, are) leaving on a hiking trip tomorrow.
6. The orange groves (is, are) sending a large crop north for the summer.
7. (Has, Have) any of the records been returned?
8. (Does, Do) everyone want to return to the Orange Bowl game in January?
9. Most of the book (was, were) boring.
10. Most of the movies this summer (is, are) good.
11. Everyone (want, wants) to read the book.
12. Either John or Helen (is, are) giving a report on the book.
13. Each of the students (read, reads) a novel for that class.
14. The author of the books (appear, appears) on TV on Tuesday.
15. Some of the teachers (help, helps) the students after school.
16. The boats (was, were) lost at sea.
17. All of the car sales (was, were) made by Tuesday.
18. One of the cars (need, needs) repair work done.
19. Few people (has, have) money to buy a new car every year.
20. All of the fruit (disappear, disappears) as soon as I put it out.

DIRECTIONS: Circle the correct verb for the following sentences.

1. Each of the tomatoes (is, are) ripening to a lovely red color.
2. Many of her love letters (was, were) lost in the fire.
3. Senior high school life and junior high school life (is, are) different.
4. Everyone (is, are) invited to the grand opening of the new restaurant.
5. He (don't, doesn't) ever leave until 8:45 a.m.
6. Neither his mother nor his father (was, were) able to help him with his homework.
7. The turtle on the rock (look, looks) comfortable.
8. The book (is, are) exciting.
9. The children (has, have) finished their chores.
10. All of the students (is, are) entering an art project in the fair.
11. Some of these mistakes (is, are) expensive.
12. (Has, Have) any of the books been found?
13. Both of your cups (is, are) here.
14. One of my friends (march, marches) in the University of Florida band.
15. Everybody living in Florida (has, have) access to the water.
16. The husband and the wife (attend, attends) the same evening school center.
17. Each of the cars (has, have) its good points.
18. My brothers and I (is, are) not going to spend any money.
19. Many a student (learn, learns) too late that it is necessary to study.
20. She (don't, doesn't) finish her work fast enough.

Florida Department of Education
Student Assessment Minimal List for Spelling
Grade 11

absolute
absorb
action
actor
adapt
adventure
advice
advise
agent
agriculture
aisle
alter
amaze
anchor
angel
article
attic
attract
audience
balance
balcony
barrel
basin
brief
bury
business
cancel
cartoon
cautious
celebrate
certain
certificate
circular
citizen
civil
combine
commerce
compare
compete
complain
conclusion
conduct
confusion
continent
continue
conversation
convince
corporal
costume
council
counsel
cruel
current
dangerous
dentist
dependence
despair
diagram
dial
diet
difference
director
dismissal
division
duel
earnest
earthquake
ease
edit
electricity
element
elevator
engineer
envy
error
estimate
examination
example
exceed
excellent
exception
explanation
faucet
favorite
federal
firm
fortunate
fortune
freight
funnel
general
glide
governor
grace
grammar
grief
guest
guilty
hangar
hemisphere
hesitate
honor
human
humor
idol
ignorance
image
inquire
journey
kindergarten
knight

224 TOTAL WORDS FOR GRADE 11

NOTE: SKILL NUMBER 56 REQUIRES ELEVENTH GRADERS TO SPELL THE DAYS OF THE WEEK, THE MONTHS OF THE YEAR AND THE NUMBERS ONE THROUGH ONE HUNDRED TWENTY-ONE.

Florida Department of Education
Student Assessment Minimal List for Spelling

Grade 11

local
machine
maintain
manufacture
mechanic
medium
melody
merchant
method
minor
museum
nephew
nervous
normal
notify
occupy
operate
ounce
panel
pardon
particular
patience
pearl
peer
performance
period
photograph
phrase
pier
pilot
plaster
pleasure
pliers
poise
policy
politics
postpone
prefer
preserve
prevail
proceed
process
produce
project
propel
protection
pursue
qualify
quality
quantity
quiet
quote
radiator
rebel
reduce
reference
regular
relief
remedy
rescue
residence
rival
rough
satisfy
scene
scenery
scheme
scholar
science
scientific
sculptor
senate
senator
servant
sheriff
shield
simplicity
sincere
singular
smooth
soldier
source
sponge
stadium
standard
straight
stretch
substitute
tackle
tad
telegraph
temperature
throughout
tractor
tremendous
trial
umpire
vacant
vague
valuable
vapor
venture
victory
view
vigor
violin
vital
volcano
weight
whatever
wrench
yolk

DIRECTIONS: Choose the correct word from the word list and write it in the appropriate sentence. Be sure to spell correctly.

absolute
absorb
action
actor
adapt

adventure
advice
advise
agent
agriculture

1. The boys' ____________________ down the river on a raft will never be forgotten.
2. Can the paper towel ______________ all the liquid which spilled?
3. The _______________ forgot his lines during the play.
4. His mother's ______________ stayed with him over the years.
5. The teacher used a ruler to find the _______________ length of the desk.
6. Please let the professor _______________ you on the correct courses to take in college.
7. It was difficult to follow the ______________ of the play.
8. The course in ___________________ helped him run his farm.
9. Some animals can _____________ to changes in climate; some cannot.
10. The ________________ left a message for the actress.

UNIT 2: THE WRITING PROCESS — Learning Activity
Mechanics — Spelling

DIRECTIONS: Choose the correct word from the word list and write it in the appropriate sentence. Be sure to spell correctly.

aisle
altered
amaze
anchor
angel
angle
article
attic
attract
audience

1. The box was left in the ______________ for years.
2. When we pulled up the ________________, we sailed out of the harbor.
3. The young lady skated through school in order to __________ attention.
4. The __________________ applauded and cheered the singer when he finished.
5. As the bride walked down the ____________, everyone stared.
6. The parts can be ____________________ by Tuesday.
7. Will it _______________ you to find out that no one failed the test?
8. Harry always puts a lovely ______________ at the top of the Christmas tree.
9. Did you read the _________________ about Michael Jackson in Time Magazine last week?
10. The _______________ at which the sun's rays hit the earth determine the temperature of the earth.

DIRECTIONS: Using the word list, fill in the blanks with the correct spelling.

balance
balcony
barrel
basin
brief

busy
business
cancel
cartoon
cautious

1. __ __ l a n __ __

2. b u __ y

3. c a __ __ e l

4. c a r t __ __ n

5. b a __ __ __

6. c a u __ __ __ __ __

7. __ __ __ __ n e s s

8. b a __ __ __ n y

9. b __ __ __ f

10. b __ __ __ e __

DIRECTIONS: Using the word list, fill in the blanks with the correct spelling.

celebrate
certain
certificate
circular
citizen
civil
combine
commerce
compare
compete

1. c ___ v ___ l

2. c e r ___ ___ ___ ___ c a t e

3. c ___ l ___ ___ ___ a t e

4. ___ ___ m m ___ ___ ___ ___

5. c o m ___ ___ r e

6. c o m p ___ ___ ___

7. c ___ m ___ i ___ e

8. c ___ ___ c ___ ___ a r

9. ___ e r ___ ___ ___ ___

10. ___ i t i ___ ___ ___

DIRECTIONS: Using the word list, write the word that means:

complain
conclusion
conduct
confusion
continent
continue
conversation
convince
corporal
costume

1. the end of something ______________________________

2. to talk someone into seeing your side of a question

   ____

3. a rank in the army ____________________________

4. to keep on doing something _____________________________

5. a talk with someone _________________________

6. to lead a band ______________________________

7. a large mass of land _________________________

8. what you wear at Halloween ____________________________

9. to express discontent ____________________________

10. disorganized; chaos _____________________________

DIRECTIONS: Write a sentence for each of the words below. Be sure to spell the words correctly.

council counsel cruel current dangerous

dentist dependence despair diagram dial

1. ____

____

2. ____

____

3. ____

____

4. ____

____

5. ____

____

6. ____

____

7. ____

____

8. ____

____

9. ____

____

10. ____

____

DIRECTIONS: Choose five words from the list below and write a paragraph containing them.

diet
difference
director
dismissal
division
duel
earnest
earthquake
ease
edit

Plural of Nouns

Nouns can be singular (as in "girl") or they can be plural (as in "girls"). If the noun names one item, it is singular. If the noun names more than one item, it is plural.

singular	plural
book	books
toy	toys
car	cars
song	songs

Most nouns form their plural by adding "s" to the singular form. However, there are exceptions to this rule. Some nouns change their form when they become plural.

Here are six rules for forming irregular plurals of nouns:

1. When the singular noun ends in s, ch, sh, x, or z, add es.
   Example: buses, churches, brushes, axes

2. When the singular noun ends in o, add s.
   Example: solos, pianos, radios

   (EXCEPTION: Words which need es added to them.
   Example: heroes, echoes, potatoes, tomatoes)

3. When the singular noun ends in y and there is a consonant before the y, change the y to i and add es.
   Example: baby - babies
   candy - candies

   If the y has a vowel before it, as in "boy" or "toy", just add an s to the y.
   Example: boy - boys

4. Some nouns ending in f just need an s to make them plural.
   Example: roof - roofs
   belief - beliefs

   For nouns which end in f or fe, change the f to v, and add es.

Example:

singular	plural
life	lives
knife	knives
shelf	shelves
calf	calves

5. Some nouns do not change at all. They use the same form for both singular and plural forms. These words should be memorized:

   salmon, deer, sheep, moose, trout

6. Some nouns do not follow any rules in forming their plurals. These should be memorized also:

singular	plural
man	men
woman	women
tooth	teeth
mouse	mice
ox	oxen
child	children
goose	geese

UNIT 2: THE WRITING PROCESS — Mechanics | Learning Activity — Spelling

DIRECTIONS: On the right is a column of spelling rules. Match them with the words which are examples of the rule. Write the correct letter on the line.

1. _____ copies, armies
2. _____ halos, solos
3. _____ books, drums
4. _____ pianos, radios
5. _____ cities, babies
6. _____ girls, ovens
7. _____ bands, tables
8. _____ chairs, birds
9. _____ skies, spies
10. _____ studios, photos

a. To form the plural of most nouns, just add s.

b. When the singular noun ends in o, usually just add s.

c. When a singular noun ends in y with a consonant before it, change the y to i and add es.

DIRECTIONS: On the right is a column of spelling rules. Match them with the words which are examples of the rule. Write the correct letter on the line.

1. _____ thieves, lives
2. _____ children, teeth
3. _____ brushes, churches
4. _____ cargoes, heroes
5. _____ deer, trout
6. _____ geese, oxen
7. _____ knives, calves
8. _____ moose, sheep
9. _____ inches, bosses
10. _____ tomatoes, potatoes

a. Some words ending in o, add es.

b. For singular nouns ending in s, sh, ch, x or z add es.

c. For nouns ending in f or fe, change the f to v and add es.

d. Some nouns completely change the word.

e. Some nouns stay the same for singular and plural forms.

DIRECTIONS: Write the plural of these nouns:

1. ___________ goose

2. ___________ boy

3. ___________ fox

4. ___________ coach

5. ___________ car

6. ___________ tomato

7. ___________ wish

8. ___________ leaf

9. ___________ tooth

10. ___________ sheep

DIRECTIONS: Write a paragraph using the following words, then rewrite the paragraph making the nouns plural. Be sure to change your verbs.

1. wish
2. coach
3. spy
4. tooth
5. bunch

DIRECTIONS: Write the plural of the following nouns:

1. ____________ hatch
2. ____________ leaf
3. ____________ candy
4. ____________ girl
5. ____________ roof
6. ____________ tomato
7. ____________ waitress
8. ____________ mouse
9. ____________ thief
10. ____________ ox
11. ____________ day
12. ____________ child
13. ____________ army
14. ____________ foot
15. ____________ sheep
16. ____________ tooth
17. ____________ hero
18. ____________ brush
19. ____________ man
20. ____________ halo

Study Sheet
Capitalization

Capital letters are used in many ways. The following worksheets will provide practice in using the rules listed below.

One well-known rule is that every sentence must begin with a capital letter.

1. The word I is always capitalized.
2. The names of people and pets begin with capital letters.
3. The title before a person's name begins with a capital letter.
4. Always capitalize initials that are used instead of names.
5. Names of cities, towns, states, nations, and continents begin with capital letters.
6. The names of the months are capitalized.
7. The days of the week are capitalized.
8. The names of holidays are capitalized.
9. The names of streets, avenues, and rural routes are capitalized.
10. The names of particular buildings, mountains, parks, and bodies of water are capitalized.
11. The first word, names, and titles in the greeting of a letter are capitalized.
12. The first word in the closing phrase of a letter is capitalized.
13. Important words in titles of books, stories, movies, and songs are capitalized. Always capitalize the first and last words in the title.
14. The names of companies, businesses, clubs, and historical events begin with capital letters.
15. Words referring to God, religions, the Bible, and the main divisions of the Bible begin with capital letters.
16. The first word of every line of poetry begins with a capital letter.
17. Capitalize the names of specific courses in school, e.g., Algebra II or Spanish I.

REMINDERS:

1. Do not capitalize the names of flowers, fruits, vegetables, trees, and birds.

   Examples: The red roses grew along the fence.
   We cooked corn, peas, and beans.
   The robins and cardinals came to bed.

2. Do not capitalize the names of games, unless the name is a trademark.

   Examples: Matt won the football trophy.
   Farley likes to play chess, Monopoly, and bridge.

Rules:

1. The word I is always capitalized.

2. The names of people and pets begin with a capital letter.

3. The title before a person's name begins with a capital letter.

4. Always capitalize initials that are used instead of names.

I. DIRECTIONS: Capitalize the appropriate letters in the sentences by writing over the small letters.

1. dr. r. palmer received an award.
2. we'll meet leslie and joe for lunch.
3. where is the a.r.c. company?
4. i am really tired of this job!
5. does this belong to l. e. palmer?
6. bill's dog, ranger, chased the cat.
7. mr. and mrs. williams planned a party.
8. chirp, my pet canary, flew away.
9. farley and i are the best of friends.
10. my brother, colonel thomas, is coming home next week.

II. DIRECTIONS: Write four original sentences using each of the four rules.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Rules:

1. Names of cities, towns, states, nations and continents begin with capital letters.
2. The names of the months are capitalized.
3. The days of the week are capitalized.
4. The names of holidays are capitalized.

I. DIRECTIONS: Capitalize the appropriate letters in the sentences by writing over the small letters.

1. the doctor was born in new york.
2. is your birthday in january or april?
3. did you go to your appointment last monday?
4. we had fun on the fourth of july.
5. florida, georgia, and south carolina are southern states.
6. our hometown, miami, is very large.
7. we went abroad to germany and france last summer.
8. the united states of america is a powerful nation.
9. i'm looking forward to christmas and new year's.
10. an african safari sounds like fun.

II. DIRECTIONS: Write four original sentences using each of the four rules.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Rules:

1. The names of streets, avenues, and rural routes are capitalized.

2. The names of particular buildings, mountains, parks, and bodies of water are capitalized.

I. DIRECTIONS: Capitalize the appropriate letters in the sentences by writing over the small letters.

1. there are no stores on jones street.

2. the empire state building is no longer the tallest building in new york.

3. my address is 1611 lakeside drive.

4. last summer we visited pikes's peak.

5. my address was changed to rural route 6, daytona beach, florida 32720.

6. the mississippi river enters the gulf of mexico at new orleans.

7. the lindsey hopkins building is in miami.

8. all government offices are on park avenue.

9. seminole national park is closed.

10. have you seen the grand canyon?

II. DIRECTIONS: Write four original sentences using each of the four rules.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

Rules:

1. The first word, names, and titles in the greeting of a letter are capitalized.

2. The first word in the closing phrase of a letter is capitalized.

3. Important words in titles of books, stories, movies and songs are capitalized. Always capitalize the first and last words in the title.

I. DIRECTIONS: Capitalize the appropriate letters in the sentences by writing over the small letters.

1. begin your letter with dear dr. myers.
2. end your letter with yours truly.
3. the name of the book is little women.
4. business letters often begin dear sir.
5. i end my friendly letters with your friend.
6. the "star spangled banner" is sung before all major sports events.
7. these purple hills is good reading.
8. an all time popular movie is gone with the wind.
9. one patriotic song is "the battle hymn of the republic."
10. close your letter with cordially yours.

II. DIRECTIONS: Write four original sentences using each of the four rules.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Rules:

1. The names of companies, businesses, clubs, and historical events begin with capital letters.
2. Words referring to God, religions, the Bible, and the main divisions of the Bible begin with capital letters.
3. The first word of every line of poetry begins with a capital letter.
4. Capitalize the names of specific courses in school, e.g., Algebra II or Spanish I.

I. DIRECTIONS: Capitalize the appropriate letters in the sentences by writing over the small letters.

1. the office of the gulf insurance company is on our street.
2. the bible is an interesting book.
3. the poem begins "under the spreading chestnut tree."
4. were you a member of the boy scouts of america?
5. general motors corporation is a large automobile manufacturer.
6. the civil war was a tragic event in our history.
7. praise god and his mercy.
8. did you say you attend the st. peter's catholic church?
9. christians believe in one god.
10. he is a moslem.

II. DIRECTIONS: Write four original sentences using each of the four rules.

1. ____________________
2. ____________________
3. ____________________
4. ____________________

UNIT 2: THE WRITING PROCESS Vocabulary List
Composition

1.	pre-writing	brainstorming or thinking about a topic before writing
2.	drafting	writing the paper
3.	revision	changing and correcting the paper to improve it
4.	evaluation	judging or grading the paper
5.	support	sentences that prove or illustrate the writer's feelings about the topic
6.	sentence structure	the way a sentence is put together
7.	paraphrase	to re-state a sentence
8.	paragraph	group of sentences dealing with one main idea
9.	topic sentence	tells the main idea. This idea is stated so that it can be developed
10.	narrative paragraph	tells a story or events in the order that they happened
11.	descriptive paragraph	uses the five senses to create a word picture
12.	explanatory paragraph	explains something

DIRECTIONS: Using the vocabulary terms, fill in the missing words. The squared letters spell a secret word.

CLUE	WORD
1. Pre-writing is brainstorming before __________.	☐ _ _ _ _ _ _ 1
2. __________ is writing the paper.	_ ☐ _ _ _ _ _ _ 2
3. Revision is changing the paper to __________ it.	☐ _ _ _ _ _ _ 3
4. __________ sentence tells the main idea.	☐ _ _ _ _ 4
5. __________ paragraph uses the five sentences to create a word picture.	_ _ _ _ _ ☐ _ _ _ _ _ 5
6. __________ paragraph tells a story.	☐ _ _ _ _ _ _ _ _ 6
7. Support means sentences that show the writer's __________ about the topic.	_ _ _ _ _ _ ☐ _ 7

Fill in the blanks to spell the secret word.

_ _ _ _ _ _ _
1 2 3 4 5 6 7

Pre-writing is really just getting ready to write. There are 5 parts to the pre-writing stage.

1. Discovering a subject
2. Sensing your audience
3. Talking/thinking
4. Listing facts or specifics
5. Organizing your list

DIRECTIONS: Make a list of facts about one of the following subjects. Save your paper for a later date.

1. Lunch
2. Friendship
3. Home
4. School
5. English class
6. Football
7. Baseball
8. Purple
9. Discipline
10. Fashion

Sensing your audience means knowing who is going to be reading and judging your paper. You have to consider the age, sex, occupations, interests, and prejudices because these affect a person's attitudes. The following are some exercises to help you.

DIRECTIONS: Use the topic that you used for Learning Activity 1. Write your stand or how you feel about the topic. List facts, reasons, and ideas that you would use for supporting how you feel about this topic. List the people that might be interested in your topic and the view each would have. Save your paper for a later date.

Example:

Topic	Your stand	Facts that Support	People that agree
Lunch	It's terrible	1. Students don't eat everything on the plate.	students teachers
		2. 12 people had to go to the clinic.	
		3. More people bring their lunches than buy them.	
		4. 5 students spent sixth period in the bathroom.	

Drafting means writing a paper. Now that you have brainstormed, you probably think it's time to write. First you need to work on sentence structure, the way a sentence is put together. Sentence variety is important in making your papers interesting.

DIRECTIONS: Re-write the following sentence as many ways as you can.

The basketball player caught the ball after it rolled down hill and bounced high in the air.

DIRECTIONS: Re-write each of the following by combining the pairs of sentences.

1. We had dinner late. There was a traffic jam.
2. Jane worked hard at her school work. She was successful.
3. The lights were on. The door was unlocked.
4. The music wasn't very good. Everyone was dancing.
5. John's car had a flat tire. He had to have it fixed.

It is important to be able to paraphrase (state sentences in a different way using different vocabulary and sentence structure).

DIRECTIONS: Paraphrase the following sentences.

1. Michael said that he would be late.

____

____

2. Bill left at five o'clock.

____

____

3. Jack went to work on Saturday.

____

____

4. That dress is nice.

____

____

5. The parents and teachers were happy with the students.

____

____

A paragraph is a group of organized sentences which relate one main idea.

DIRECTIONS: Read the following paragraphs. One has sentences that do not belong. Write down the sentences that do not belong.

1. An actor does not always make a lot of money by making a television show. Only a small percent goes to the actor. The actor has to split the money with managers, producers, and the studio. James Garner is a wonderful actor. However, an actor's percentage can still be a large sum of money.

2. There are many breeds of dogs for sale in the local pet shops. The pet store owners report that they sell more Dobermanns and German shepherds than any other kind. Their customers tell them that they want these breeds for protection. Other popular breeds are toy poodles and cocker spaniels. Fido is John's pet. People like poodles and cocker spaniels because they are smaller dogs. Some customers buy the more exotic breeds like the Rhodesian ridgeback and the Irish wolfhound. The pet shop owners have to keep these different breeds to sell to their patrons.

The topic sentence states the main idea. Make this sentence clear, interesting, and written so that other information can relate to it. Often the topic sentence begins the paragraph, but it can also appear anywhere, wherever it is most effective.

DIRECTIONS: Read the following sentences. Write yes if it would be a good topic sentence and no if it would not.

_____ 1. Tallahassee is the capital of Florida.

_____ 2. Chicago, Illinois is known for its many museums.

_____ 3. Siamese is a breed of cat.

_____ 4. The Siamese cat has an interesting history.

_____ 5. Goldfish are orange.

DIRECTIONS: Re-write the following sentences making them topic sentences.

1. Montgomery is the capital of Alabama.

____

2. John has a pick up truck.

____

3. Mary is a singer.

____

4. The dance is Saturday night.

____

5. Charlie Chaplin was a silent movie star.

____

There are several ways to develop a paragraph. One is to use interesting details. Another is to use examples to illustrate a main idea. Using facts and figures to make an idea or opinion clear is yet anouther way to structure a paragraph.

DIRECTIONS: Underline the topic sentence of the following paragraphs. Then tell if it was developed by details, examples, or facts and figures.

____________________ 1. Ants are truly interesting creatures to study. The species is over 100 million years old. They are social creatures living in large colonies divided into a queen and her workers. Ants live longer than most insects. Queen ants have lived as long as 20 years and workers nearly 10 years.

____________________ 2. Time has influenced the many styles of architecture. Early American is characterized by simple rectangles. The Gothic style, which dates back to the middle of the 12th century, has a pointed arch rather than the rounded arch of the earlier Romanesque style. The Renaissance style of the 15th century was a revival of the Romanesque. The Skyscraper is an example of modern architecture, which can use the characteristics of earlier styles.

There are 3 kinds of paragraphs which deal with ideas in different ways. The narrative tells a story or a series of events. The descriptive paragraph is a word picture that is used to create a mood. An explanatory paragraph explains something.

DIRECTIONS: Read the following topic sentences and write the kind of paragraph that would best develp these ideas.

____________________ 1. Teenagers have poor eating habits.

____________________ 2. Mark and John were scared by the loud noise.

____________________ 3. The smell of roses brings thoughts of love to my mind.

____________________ 4. The first step in doing a tune-up is to get all the necessary parts.

____________________ 5. Hearing the birds singing made me think of my last camping trip.

A good ending sums up or restates the ideas in the paragraph. It does not tell new information.

DIRECTIONS: Rewrite the endings of the following paragraphs.

1. People think of dinosaurs as very large animals. While many were very big, some were small. The small dinosaurs were not much bigger than a cat. Not all dinosaurs were big.

2. Many of the words that we use are the actual sounds of the words. Birds chirp. Rusty hinges squeak. Bees buzz. Hummingbirds hum. These words are also sounds.

3. Sharks are useful animals. The heads can be used to make glue. Some people eat the flesh. Oil from the liver is used in vitamins. Leather can be made from the hide. Sharks are helpful to man.

THE FIVE SENTENCE PARAGRAPH

The Five Sentence Paragraph is a structured writing activity that can help you organize information into paragraph form.

1. Write a topic sentence. ______________________________

____

2. List three facts that support or explain your topic sentence.

____

____

____

3. Write three sentences using the facts in #2. If you need to, change the order of your facts.

____

____

____

4. Write a sentence that sums up the importance of the sentences you just wrote. It should answer the question "So what?"

____

____

5. Re-read what you have written to see if it makes sense.

6. Proofread for capital letters, punctuation, and spelling.

7. Write a title for your paragraph.

____

8. Write the completed paragraph on another sheet of paper.

ERROR MONITORING

Use "COPS"[1]

C Have I CAPITALIZED the first word and proper names?

O How is the OVERALL appearance?

P Have I put in commas and the end PUNCTUATION?

S Have I SPELLED all the words right?

CAPITALIZATION

1. Is the first word of each sentence capitalized?
2. Have I capitalized all proper nouns?
3. If I'm unsure of something, have I asked for help?

OVERALL EDITING AND APPEARANCE

1. Is my handwriting spaced right and legible?
2. Is my paper neat? (Without smudges, not crumpled or ripped)
3. Have I indented and kept straight margins?
4. Have I used complete sentences?
5. If I'm unsure of something, have I asked for help?

PUNCTUATION

1. Do I have the right punctuation mark at the end of each sentence?
2. Have I used commas where they are needed?
3. If I'm unsure of something, have I asked for help?

SPELLING

1. Eyeball it. Does it "look" right?
2. Have I looked it up in the dictionary or tried to sound it out?
3. If I'm unsure of something, have I asked for help?

DIRECTIONS: Read the following.

The following suggestions will help you edit your compositions. Learn to use them when your write.

5 steps in checking for mistakes

1. Use every other line as you write.
2. Re-read, circle, and correct errors as you find them in each sentence. Ask yourself the COPS questions.
3. Have someone double-check or ask for help if you are unsure.
4. Re-copy neatly.
5. Re-read again as a final check.

---

[1] Schumaker, Jean B., Nolan, Susan M., Deshler, Donald D. (1985). Learning Strategies Curriculum. The Error Monitoring Strategy. Lawrence: University of Kansas.

UNIT 3

WRITTEN COMPOSITION

Intended Outcome addressed in this unit:

The student will be able to write informative and creative compositions using all stages of the writing process.

INTRODUCTION

Only a brief writing program is outlined in this section, since composition has been included and stressed in the section on literature (Unit 7). An effort has been made to keep the writing assignments short and easy to manage.

The Six Steps to Written Composition covered in this unit will assist the students in transferring their ideas onto paper. It is recommended that the students complete at least one writing assignment each week.

Creative writing activities are included in the literature selections in Unit 7. The students' efforts at writing may help them to become better readers and increase their comprehension of literature. Cleanth Brooks said, "I am interested in creative writing, then, not because it may teach a few students to become able writers, but rather it may teach many to read."[2]

SUGGESTED TEACHER ACTIVITIES

1. Throughout the unit, review the materials on grammar, usage, and mechanics (see Unit 2), and require the students to incorporate these principles in their writing assignments.

2. Explain, discuss, and provide examples of the Six Steps to Written Composition (pp. 152-154).

3. Require students to follow the Six Steps to Written Composition when completing any writing assignment (even a short paragraph).

4. Provide students with a written product (teacher-prepared or the students may exchange their papers with a partner). Have the students improve the use of verbs or adjectives in the paper. Introduction and use of a thesaurus would be appropriate at this time.

---

[2] "Place of Creative Writing in the Study of Literature." (1948, May). Association of American Colleges Bulletin, XXXIV, p. 231.

5. Give students a simple map showing the directions to a certain location. Have them write the directions, encouraging them to use words other than first, then, next, etc.

6. During elections, have the students record facts and opinions about some of the candidates. Have them designate whether the information is fact or opinion.

7. Choose any of the students' written papers, save them for a few days, then have them rewrite the papers using a thesaurus to improve the vocabulary. Require that at least ten (10) words to be changed. This may necessitate the rewording of some sentences.

8. Have students complete daily writing assignments. Some suggested topics and activities are as follows:

   a. Write directions using a consistent pattern.

   b. Record facts and opinions about a given topic.

   c. Write a paragraph using cause and effect relationships.

   d. Write a concise summary of an article.

   e. Compose a book report using a given format.

   f. Compose an essay of a set number of paragraphs. Develop the paragraph with examples and information.

   g. Write a paper which includes ideas and information gathered from several different sources.

   h. Develop a three-point essay which includes an introduction, a body, a conclusion, proper form, and the use of transitions.

   i. Write a paragraph giving information in support of one topic.

   j. Write a letter of request, adjustment, complaint, or opinion.

   k. Read a magazine or newspaper article about a favorite star or athelete. Write a concise summary of the article.

   l. Write a letter of complaint to the FATGO Company, 137 Main Street, Rockfield, Massachusetts, 25091, complaining that their weight-loss produce doesn't work.

m. Write a letter to Tub Toys U.S.A., 26 Upton Street, Leyland, California, 46207, asking for an adjustment of a rubber ducky who insists on keeping his head under the water and his tail in the air.

n. Write a letter to your congressman stating your opinion on a timely topic (legal drinking age, legal voting age, vocational training in high school, etc.).

LESSONS FOR TEACHING THE SIX STEPS OF WRITTEN COMPOSITION
(See pp. 152-154)

Lesson 1: Choosing and Limiting a Topic

Early in the writing experience, the teacher should give a list of topics which can be dealt with and developed easily in one paragraph. For example:

1. My dog is the smartest or laziest dog on the block.
2. ____________ is the most useless month of the year.
3. My most memorable birthday.
4. The day it rained all day.
5. Getting a physical examination.

Later, students must choose and limit their own topics. When you get to this point, have a class discussion concerning how to limit a broad topic to be covered in one paragraph or to the number of paragraphs assigned.

Reluctant writers seem to have difficulty choosing a topic. "I don't know anything to write about" is a common complaint. The truth of the matter is that they have plenty to write about, but they may see this as an excuse not to write or at least as a postponement of the inevitable. Do not allow this to happen. Set a time limit of five minutes for selecting and limiting a topic. (Always be available to help.) Prepare, in advance, topics written on index cards which are appropriate for the assignment and the length required. If, at the end of five minutes, some students have not performed step 1, pass out to those students index cards assigning them a topic.

Lesson 2: Brainstorming

To introduce brainstorming to the students, the teacher should write a topic on the board then have the class give, in the fewest words possible, anything they can think of about the topic. For example:

Buying a Skateboard

1. trucks
2. size
3. wheels
4. bearings
5. free style skating
6. falling
7. broken arm
8. tail skid
9. plain skating
10. purpose
11. beauty
12. contests
13. grip tape
14. cost
15. fun
16. store

The purpose of Step 2 is to provide the student with some ideas. He doesn't have to use them all, and he may add some more ideas later, but at least he has moved the process of written composition from an abstract concept to something more concrete.

Lesson 3: Organized Brainstorming

In this step, the student organizes the ideas he produced during brainstorming. Some ideas will be combined under main ideas, some ideas will be thrown away, and some new ideas may have to be created -- especially main ideas. The brainstorming for "Buying A Skateboard" may go through the following evolutions:

Buying a Skateboard

✓trucks
size
✓wheels
✓bearings
✓free style skating
~~falling~~
~~broken arm~~
✓tail skid

plain skating✓
purpose✓
beauty✓
~~contests~~
grip tape✓
~~cost~~
~~fun~~
~~store~~

1. Cross out items that do not belong to the topic.
2. Join in some way items which go together.
3. Check when item has been entered into the outline.

A. Purpose (use)
    1. plain skating
    2. free style skating

B. Important mechanical parts (new item)
    (Note the order here: the trucks hold the wheels on, the bearings give the desired movement, and the wheels need to be certain sizes for certain reasons.)
    1. trucks
    2. bearings
    3. wheels

C. Special features
    1. tail skid
    2. grip tape
    3. decoration (beauty changed to decoration)

Although cost and size may enter into the consideration for buying a skateboard, they don't seem to fit easily into the outline. Cost may become part of a topic sentence and size may well be entered as a subtopic under A. 1. or A. 2. They could also be omitted.

At this point, the hardest part of writing the paragraph is behind the student. Now, he must simply put his ideas into sentences.

Lesson 4: Writing a Rough Draft

There are three methods which a teacher may use to teach construction of the rough draft.

1. The main body of the paper is written before the introduction and conclusion.
2. The introduction and conclusion for the paper is written before the body.
3. The paper is written in the order it occurs: introduction, body, then conclusion.

The paragraph for "Buying a Skateboard" may look something like this:

Although cost is a major consideration in purchasing a skateboard, there are other important factors as well. The purpose for using the skateboard must be known. If the skater plans to do plain skating, he will need a simple, straight board, but if he is doing freestyle skating, he will need a more sophisticated, heavy-duty board. Any skater will need to buy a board which has heavy-duty tracks and the best bearings and wheels he can afford so that his board will last a long time. While special features are not necessary on a skateboard, grip tape makes skating a lot safer, and a tail skid protects the back end of the board from wearing out so quickly. Another special feature is the decoration on the board. Decoration on a board doesn't make the board any safer, but it makes the skater proud of his board. When shopping for a skateboard, a skater must shop wisely; he should select the best board he can afford which fits his specific needs.

Lesson 5: Editing

Have each student look for errors in his own paper. A good idea is to hold the papers for a few days and then return them for editing. This technique prevents the student from reading his paper immediately and allows him to take a fresh look at his work.

In teaching editing, instruct the students to look for errors in a specific sequence. Editing should be done in the following order:

1. spelling
2. capitalization
3. punctuation
4. grammar

It is also a good idea to encourage the students to look for one type of error at a time rather than looking for all of the errors at once. This procedure causes them to concentrate on one thing at a time. Later, when they are more advanced in editing, they can edit more freely.

Put the edit procedure in the correct order on display in the room the first time this concept is taught. Leave it up for the school year.

SIX STEPS OF WRITTEN COMPOSITION

Step 1: Choosing and Limiting a Topic

Once you decide on a general topic, choose a part of that topic to write about. For example, if you select a general topic of "skateboards," choose a part of skateboards, like "buying a skateboard."

Step 2: Brainstorming

Write down all the words you can think of pertaining to the chosen topic. For example:

Buying a Skateboard

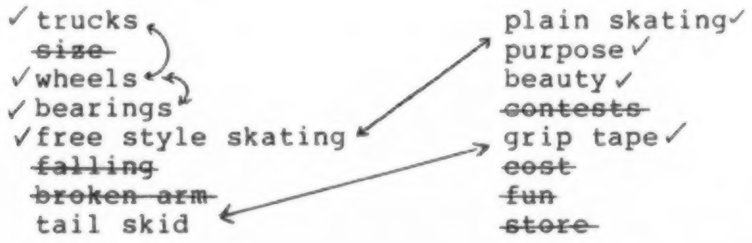
1. trucks
2. size
3. wheels
4. bearings
5. free style skating
6. falling
7. broken arm
8. tail skid
9. plain skating
10. purpose
11. beauty
12. contests
13. grip tape
14. cost
15. fun
16. store

Step 3: Organized Brainstorming

1. Put together the ideas that relate to each other
2. Omit the ideas that don't fit
3. Sequence the ideas to be used in the composition

The sequencing can follow any order:
- from least important to most important
- from most important to least important
- a logical arrangement
- a chronological arrangement
- topic sentence supported by examples in chosen order, etc.

For example:



✓ trucks
~~size~~
✓ wheels
✓ bearings
✓ free style skating
~~falling~~
~~broken arm~~
tail skid

plain skating ✓
purpose ✓
beauty ✓
~~contests~~
grip tape ✓
~~cost~~
~~fun~~
~~store~~

1. Cross out items that do not belong to the topic.
2. Join in some way items which go together.
3. Check when item has been entered into the outline.

A. Purpose (use)
  1. plain skating
  2. free style skating

B. Important mechanical parts (new item)
  (Note the order here; the trucks hold the wheels on, the bearings give the desired movement, and the wheels need to be certain sizes for certain reasons.)
  1. trucks
  2. bearings
  3. wheels

C. Special features
  1. tail skid
  2. grip tape
  3. decoration (beauty changed to decoration)

Although cost and size may enter into the consideration for buying a skateboard, they don't seem to fit easily into the outline so don't force them. Cost may become part of a topic sentence and size may well be entered as a subtopic under A. 1. and A. 2. or they could be omitted.

WHEN THIS STEP IS FINISHED, THE PAPER IS PRACTICALLY WRITTEN. Having already gone through the more difficult process of putting thoughts down on paper, you will be more readily prepared to write the composition.

Step 4: Writing a Rough Draft

Use the outline from Step 3 to write the rough draft in sentence and paragraph form.

The paragraph for "Buying a Skateboard" may look something like this:

Although cost is a major consideration in purchasing a skateboard, there are other important factors as well. The purpose for using the skateboard must be known. If the skater plans to do plain skating, he will need a simple, straight board, but if he is doing freestyle skating, he will need a more sophisticated, heavy-duty board. Any skater will will need to buy a board which has heavy-duty tracks and the best bearings and wheels he can afford so that his board will last a long time. While special features are not necesssary on a skateboard, grip tape makes skating a lot safer, and a tail skid protects the back end of the board from wearing out so quickly. Another special feature is the decoration on the board. Decoration on a board doesn't make the board any safer, but it makes the skater proud of his board. When shopping for a skateboard, a skater must shop wisely; he should select the best board he can afford to fit his specific needs.

Step 5: Editing

Proofread and correct errors on your paper.

1. spelling
2. capitalization
3. punctuation
4. grammar

Step 6: The Final Copy

Rewrite the paper in its final form.

UNIT 4

REFERENCE SKILLS

Intended Outcome addressed in this unit:

The student will be able to use reference skills to find information.

INTRODUCTION

This unit provides activities in using the card catalog and the *Reader's Guide to Periodical Literature* as reference materials for writing a research paper. Also included is a study sheet for "Steps in Writing a Research Paper" which will assist the students in the organization and planning of their papers.

SUGGESTED TEACHER ACTIVITIES

1. Present the following vocabulary words and their definitions to the students:

   quotation
   outline
   footnote
   summary
   investigative report
   bibliography
   transitional devices
   thesis statement
   topic
   source
   note card
   instructions

2. Before going to the school library review the names and functions of reference materials in the library. Cover those listed on the activity sheets.
3. Take your students to the library and show them where the reference materials are located.
4. Divide the class into groups. Allow groups to work together using the reference materials.
5. Ask the help of your school librarian during this unit of study.
6. Bring in copies of the *Reader's Guide to Periodical Literature* and let the students look up information during class. This will familiarize the students with the *Reader's Guide*.
7. For strategies and activities for test taking skills, see pp. 319-356 of *Volume V-F: An Interactive Model Program for Exceptional Secondary Students, Part 1: IMPRESS Training Manual*. (July, 1984). Bureau of Education for Exceptional Students, Florida Department of Education.

8. Review skills addressed in Units 2 and 3 when discussing the Steps in Writing a Research Paper (Study Sheet pp. 167-168.

9. Provide instruction in the use and proper format of outlines, footnotes, and bibliographies.

10. Prior to assigning individual research papers (Learning Activity, p. 169), provide an opportunity for the students to write a report with a partner or in small groups.

The Reader's Guide to Periodical Literature is an author-subject index to periodicals published in the United States. When doing a research report, this is a good place to find articles published in magazines on a topic.

At the front of each Guide issue is a list of the publications included in the Guide as well as a key to the abbreviations used in the listing. If you are doing a research report on Videotapes, for example, you would look under that heading in the alphabetical listing of topics. In the January, 1982 edition, you would find the following listing:

VIDEOTAPES

TUBE FOOD. il Hi Fi 31:A15 Mr; A10-A12 My; A4 Je; 56 O '81

The following will explain each part of the example.

1. "Tube Food" is the title of the article.
2. il means that the article is illustrated or has a picture with it.
3. Hi Fi is the abbreviation of the name of the magazine in which the article appears: High Fidelity
4. 31 is the number of the volume of the magazine.
5. A15 is the page on which the article starts.
6. Mr names the month of the magazine -- March.
7. A10-A12 My is another article from a different issue of the magazine. The article is found on pages A10-A12 in the May edition of High Fidelity magazine.
8. A4 Je is a third article from the same magazine on the same subject. The article is found on page A4 of the June issue of the magazine.
9. 56 O means a fourth article is found in the same magazine, but in the October issue, starting on page 56.
10. '81 means all four of these issues were published in the year 1981.

Sometimes a listing will say "See Also" at the beginning which means that there are other listings under which you may look for information.

DIRECTIONS: Read the following entry from the Reader's Guide to Periodical Literature and answer the questions which follow:

Fast Food Restaurants
See also:
Church's Fried Chicken, Incorporation
McDonald's Corporation
Pizza Time Theatre, Incorporation
Wendy's International, Incorporation
The Fast Food War: Big Mac Under Attack. il Bus Wreck p. 44-6 ja 30 '84 Fat of the land (nutritional analysis of fast food; interview with M. Jacobson) il por People Weekly 21:38+ Ap 2 '84

1. What is the heading of these listings? ____________________

2. What is the date of the magazine in which an article was published entitled The Fast Food War: Big Mac Under Attack?

____

3. In what magazine is there an interview with M. Jacobson?

____

4. On what page of Business Week does the article about Big Mac Under Attack begin? ____________

5. If you wanted further information, list four topics under which you could look, according to Reader's Guide to Periodical Research. ____________________

____

____

____

6. What does il mean in the listing? ____________________

7. What does + mean after 38 in the article entitled "Fat of the Land?" ____________________

8. What article has a nutritional analysis of fast food?

____

DIRECTIONS: Read the following entry from the Reader's Guide to Periodical Literature and answer the questions which follow:

SPLASH
New Repub. 190:24 Ap 9 '84. S. Kauffmann
New Yorker 60:123-4+ Mr 19 '84. P. Kael
Newsweek il 103:89 Mr 12 '84. D. Ansen
People Weekly il 21:32-9 Ap 9 '84
Time il 123:91 Mr 19 '84. R. Schickel
Movie Reviews:
Splash

1. How many magazines are listed with reviews of Splash? ______

2. Which magazine reviewed the movie in its March 12, 1984 edition? ______________________

3. Who wrote the review in the New Yorker edition of March 19, 1984? ______________________

4. Which magazines had pictures along with the review?

____

5. Who wrote the review in Time magazine? ______________________

6. On what page did the article in Newsweek begin? ____________

7. Which two magazines were dated April 9, 1984? ______________

____

8. In what volume of People Weekly did the article appear? ____

9. In what volume of New Republic did the review appear? ______

10. In what magazine did D. Ansen's review appear? _____________

The card catalog provides an alphabetical listing of every book in the library. Each book is usually cataloged with three different cards: an author card, a title card, and a subject card.

The author card is filed alphabetically according to the first letter of the author's last name.

The title card is filed according to the first word of the title, unless the first word in the title is an article (a, an, or the), in which case it is filed alphabetically according to the second word in the title.

The subject cards provide all those books in the library which deal with a given topic.

Once you have located a book in the card catalog, the call number (Dewey decimal number) at the top, left corner tells where the book may be located.

Other information found on the card is a brief description of the book and the publisher and date of publication.

I. DIRECTIONS:

1. In the card catalog find a well known musical group (e.g., the Beatles) or any other subject of interest.
2. In the space below write a list of all the books given under that subject.
3. Ask your teacher or librarian to show you where these books are kept in your library.

II. DIRECTIONS:

1. In the card catalog find a familiar book title.
2. In the space below write the brief description of the book given on the card.
3. Ask your teacher or librarian to show you where the book is kept in the library.

III. DIRECTIONS:

1. Locate an author card for a famous author.
2. Write the information given on the card in the space below.
3. Using the call number given on the card, find the location of the book.

I. DIRECTIONS: Go to the library and look up information on one of the following topics. Find one magazine article (listed in the Reader's Guide), one encyclopedia article, and one book. List the information on the appropriate line.

Topics:
Michael Jackson
Auto Racing
Tourism in Florida
Jesse Jackson
Dan Rather
Pollution
Movies
TV in America
A Favorite Author

____
(Name of Topic)

	Magazine	Encyclopedia	Book
Name of Source			
Author of Source			
Date of Publication			
City of Publication			
Page on which information is found			

II. DIRECTIONS: Locate the magazine, encyclopedia, and book for the subject you selected in Part I then answer the following questions.

Source #1: Magazine

Read the magazine article about the subject. Write a brief paragraph summarizing what you have just read.

Source #2: Encyclopedia

Read the information provided in the encyclopedia. List at least three facts about the subject which were not given in the magazine article.

Source #3: Book

Read the summary on the inside flap of the book cover and the table of contents. Flip through the book, looking at pictures, diagrams, and reading chapter titles. Write a brief description of how the author covers the subject.

DIRECTIONS: Choose a magazine article of interest. After reading the article, write a summary below which includes the main points of the author. Be sure to provide the title of the article, the name of the magazine, and the date of the issue.

____
(title of article)

____________________ ____________________
(magazine) (date of issue)

STEPS IN WRITING A RESEARCH PAPER

1. Determine the purpose and situation for a report.

2. Select a topic for an investigative paper.

3. Write a thesis statement for an investigative paper.

4. Prepare a working bibliography on 3x5 index cards.

    a) Use sources such as the card catalogue and the Reader's Guide to Periodical Literature.

    b) List one source on each card.

5. Prepare a preliminary outline.

    a) Read a few general articles for an overall survey of your topic.

    b) Make a list of the topics you feel your paper should cover. This will guide you in your reading and note-taking.

6. Read and take notes.

    a) Write the topic of each note card at the top.

    b) Remember to use a separate card for each source.

    c) Take notes using your own words as much as possible. If you do copy the same words from the source, be sure to use quotation marks.

7. Assemble the note cards and write a final outline.

    a) Arrange the notes in a logical order. This may be according to topic, a sequence of events, or chronological order by dates or historical periods.

    b) Prepare the final outline in rough form. Some topics become major topics, others may become subtopics.

8. Write the first draft.

    a) Use your outline to guide you.

    b) Vary sentence lengths and patterns in your composition.

9. Write the revised final draft.

   a) Style: Revise sentences and check usage (grammar) and mechanics (capital letters, punctuation, and spelling).

   b) Transitions: Use transitional devices to keep the thoughts moving smoothly from one paragraph to another. Transitional devices include linking expressions (e.g., therefore, furthermore, finally, etc.), repetition of key words, and the use of pronouns.

   c) Footnotes: Footnotes must be used for all ideas taken from sources, even if the ideas were written in your own words.

   d) Bibliography: A bibliography provides a complete list of the sources used to write the research paper. This final bibliography must include all books and articles you used.

DIRECTIONS: Follow the Steps in Writing a Research Paper (pages 167-168) to plan and write a report. Select a topic of interest or pick a topic from those suggested below:

The American Revolution

Black Americans in the war
women in the revolution
Declaration of Independence
Treaty of Paris

Civil War

generals
battles
weapons used
causes
kinds of transportation available

Authors

Stephen Crane
Edgar Allan Poe
Willa Cather
Stephen Vincent Benet
Washington Irving
Tennessee Williams
John Steinbeck

Poets

Ogden Nash
E. E. Cummings
Walt Whitman
Robert Frost
Langston Hughes
Edna St. Vincent Millay
Emily Dickinson

UNIT 5

ORAL PRESENTATION

Intended Outcome addressed in this unit:

The student will be able to make and critique formal oral presentations.

INTRODUCTION

The aspects of oral presentation covered in this unit include pitch, volume, inflection, rate, quality, and body language. Learning activities and additional strategies are provided which allow for practice in these areas in addition to increasing the students' awareness of formal oral presentations. The information in this unit was summarized from Basic Language, Messages and Meanings, Book V, Mellie John and Pauline M. Yates (1977). Harper & Row: New York.

SUGGESTED TEACHER ACTIVITIES

1. Make a recording of voices of famous people or students' classmates, and use it as a guessing game to identify the speaker.

2. Have students listen to a radio play and discuss the 5 elements of voice.

3. Use pantomine to express the following ideas:
    a. Walk across the room in a way that shows anger, eagerness, etc.
    b. Use shoulders to show doubt
    c. Use feet to show tiredness
    d. Use hands to show nervousness
    e. Play charades

4. Assign a tongue twister to everyone in class to practice and then present, or students can draw a tongue twister from a hat.

5. Students can practice the art of story telling with jokes, current events, tall tales, and poems. They can make tapes of children's stories.

6. Students will need practice organizing a speech before they speak, so be sure to check their organizational lists. Topics may be from their work experiences or leisure activities. Students can be evaluated using the Speech Score Sheet (p. 174). Check the written speech, then have students deliver their speeches. They may also want to evaluate other speakers.

Speech Score Sheet

Rate the speaker using G - Good
F - Fair
P - Poor

Speaker's name: Speaker's topic:

Voice	Rating (G,F,P)	Comments
1. Pitch		
2. Volume		
3. Inflection		
4. Rate		
5. Quality		
6. Projection		

Body	Rating (G,F,P)	Comments
1. Hands		
2. Feet		
3. Eye Contact		

Content	Rating (G,F,P)	Comments
1. Organization		
2. Stick to Subject		

Additional Comments:

You are using speech every time you talk to your classmates and friends, your teacher, your parents, or your prospective employer. But, have you ever thought about ways to improve your speaking habits? Do you find that people don't really pay attention to you? Do your listeners ask you to repeat yourself? Is what you say interesting? Do you feel that you make a good impression at job interviews? Everyone can improve their speech habits and what they have to say.

The first step for most people is getting over being afraid to talk in front of a group. After all, you can't avoid speaking. If you don't know how to use your voice, body, feelings, or how to find and explain interesting topics, then you will be afraid to give speeches. Another problem may be that you are afraid of being criticized. Being able to take criticism without having hurt feelings is a sign that you are growing up.

Here are some suggestions for dealing with your fear of speaking:

1. Practice your speech. That means more than once.
2. Remember that your audience is sympathetic. Also, they won't notice how nervous you are.
3. Make eye contact.
4. Relax. Breathe deeply and exhale completely before you speak and during your speech.

Everyone tells stories, but does everyone do a good job at it? Think of the person that tells a joke, but nobody laughs because the timing is wrong, or they forgot the punch line. Haven't you ever been bored by someone reading a story? Aren't some people better than others during a presentation of current events?

Here are some suggestions for oral reading:

1. Be sure you understand what you are reading.
2. Use what you have learned about using your voice and body.
3. Say your words clearly and slower than you normally speak.
4. Check the pronunciation of words.
5. Group words into phrases; longer phrases for a presentation before a small group; shorter phrases for a large group. This will help you slow down as your read.
6. When reading poetry, pay attention to the punctuation and don't automatically stop at the end of the line. Make the listeners understand the meaning.

DIRECTIONS: Pick a tall tale, joke, poem, or current event to present to the class.

I. DIRECTIONS: Read the following paragraph.

Often, as part of your job, you will have to explain or demonstrate something. You want your audience to understand clearly what you are telling them. Here are a few helpful hints:

1. Understand completely what you are going to explain or demonstrate.
2. Begin by telling what you are going to explain.
3. Go step by step.
4. Include all important details.
5. Use words that the listeners will understand.
6. Use pictures or graphs that are large enough for the audience to see.
7. Allow time for questions.
8. End with a brief review.

II. DIRECTIONS: Think of something that you can demonstrate and list, in order, the steps necessary to explain. See your teacher for suggestions.

III. DIRECTIONS: Write a speech that follows your organization from Part II.

Vocabulary List

1. content	what the speech has to say
2. enunciation	clearness of speech
3. eye contact	the speaker looks at the audience during a speech
4. inflection	change in pitch of the voice
5. pantomime	using your body and no words to express an emotion or to tell a story
6. pitch	highness or lowness of the tone of voice
7. projection	to use sufficient volume and clarity in your voice so the audience can hear
8. pronunciation	correctness of speech
9. quality	characteristics that make one voice different from another
10. rate	the speed, fast or slow
11. volume	loudness or softness of voice

DIRECTIONS: Write the letter of the choice that answers the following questions.

___ 1. When you use only the body and not the voice to act out a story, it's called __________.

a. pitch
b. projection
c. pantomime

___ 2. Speaking each word clearly and distinctly is an example of __________.

a. pronunciation
b. enunciation
c. inflection

___ 3. What does content mean?

a. the information in the speech
b. clearness of speech
c. organization

___ 4. What is good use of eye contact by the speaker?

a. audience looks at the speaker
b. speaker looks at the audience during the speech
c. speaker only looks at the audience before the speech

___ 5. Loudness or softness of voice refers to _________.

a. pitch
b. rate
c. volume

___ 6. A change in highness or lowness of the tone of voice refers to __________.

a. pitch
b. volume
c. inflection

___ 7. Fast or slow refers to __________.

a. quality
b. rate
c. volume

___ 8. What does pitch mean?

a. turpentine
b. highness or lowness of tone of voice
c. inflection

___ 9. Characteristics that make voices different is called __________.

a. quality
b. pitch
c. inflection

___ 10. What does projection mean?

a. a film
b. speaking loud enough for the audience to hear
c. correctness of speech

___ 11. What does pronunciation mean?

a. clearness of speech
b. correctness of the spoken word
c. changing pitch

Pitch

I. DIRECTIONS: Read the following paragraph.

Now that you have gotten over your fear of public speaking, it's time to work on voice. Voice has five elements: pitch, volume, inflection, rate, and quality. Pitch is the highness or lowness of tone. Use a low pitched voice to express sorrow and grand ideas. Use the higher pitch for light-heartedness, fear, or anger. Volume refers to loudness. Inflection means change in pitch in the words. It has a lot to do with meaning. Rate means the speed that the words are spoken. Quality means the characteristics of a voice that make it different from another voice. A speaker often changes his voice quality to imitate the different characters in a story.

II. DIRECTIONS: Read the following sentences aloud with a partner. Use the pitch of your voice to suggest emotion. Write down that emotion.

1. I've lost all my books. ________________
2. It's my birthday, and I'll do what I want. ________________
3. The church bell rang loudly last night. ________________
4. Stop that man! ________________
5. Help! My finger is caught in the chain. ________________

Inflection

I. DIRECTIONS: Read the following explanation.

Remember that inflection means the change in pitch and influences meaning. Inflection means saying a word louder or softer than the rest of the sentence. Notice the difference in meanings caused by changing the inflection in the following sentences. Note, the underlined word is the one that is said louder or with more emphasis. The arrow means you raise your voice at the end of the sentence.

Inflection	Meaning
1. I love you.	The emphasis is on the I.
2. I love you.	It tells who I love.
3. I love you.	It becomes more tender.
4. I love you. ↗	It becomes a question.

II. DIRECTIONS: Underline the word that would change pitch in each sentence.

Sentence	Meaning
1. That's my bike.	Emphasize whose bike it is.
2. That's my bike.	Emphasize which bike is yours.
3. That's my bike.	Ask a question.

Rate

I. DIRECTIONS: Read the following paragraph.

Rate is the speed at which you talk. The average rate is 160 words per minute. You can use rate to your advantage in a speech or when telling a story. Use a slower than normal rate in your speeches but change the rate to express emotion. One example is to speak faster to show excitement or fear.

II. DIRECTIONS: Read something to a classmate while they count how many words you read in a minute.

III. DIRECTIONS: Tell how you would read the following. Use the terms "fast" or "slow."

________ 1. "Yes, I have tricks in my pocket, I have things up my sleeve. But I am the opposite of a stage magician. He gives you illusion that has the appearance of truth."

________ 2. "Honey, don't push with your fingers. If you have to push with something, the thing to push with is a crust of bread, and chew - chew!"

________ 3. "So what are we going to do the rest of our lives? Stay home and watch the parades go by? Amuse ourselves with the glass menagerie, darling?"

From The Glass Menagerie, by Tennessee Williams.

Enunciation

I. DIRECTIONS: Read the following paragraph.

Enunciation means the distinctness of speech while pronunciation is the correctness of the spoken word. Careful habits in using the tongue, lips, and jaws will clear up any problems with poor enunciation. The best guide for pronunciation is the dictionary. Here are a few suggestions for improving enunciation.

1. Don't run your words together.
2. Don't drop the final g.
3. Pronounce the th more carefully.

II. DIRECTIONS: Practice tongue twisters to present in front of the class.

III. DIRECTIONS: Practice proper enunciation of the following words.

1. just
2. are
3. our
4. for
5. get
6. men
7. wash
8. than
9. can
10. was
11. roof
12. such
13. root
14. new
15. height
16. catch
17. mince
18. often
19. toward
20. address
21. pretty

Body Language

I. DIRECTIONS: Read the following suggestions.

Your body has a language all its own, and you need to learn to use it effectively when making a speech. Here are some suggestions:

1. Stand with one foot slightly in front of the other.
2. Look at your audience all during your speech.
3. Don't slouch or slump. Stand with a flat abdomen to prevent this.
4. Let your arms and hands hang naturally.
5. Use your face and body to get your message across to the audience.

II. DIRECTIONS: Do the following activities.

1. Try the above suggestions, then try doing them the wrong way so that you can feel the difference.
2. Practice sitting without slouching and getting up and walking to the speaker's position.
3. Practice some pantomime. Ask your teacher for ideas.

UNIT 6

READING COMPREHENSION

Intended Outcome addressed in this unit:

The student will be able to use critical reading comprehension skills.

INTRODUCTION

This unit only includes the comprehension of fact and opinion. Other exercises in comprehension are provided in the Literature Unit (Unit 7). If additional practice in reading comprehension is needed, the Specific Skills Series by Barnell Loft and the Reader's Digest series are excellent supplemental materials.

SUGGESTED TEACHER ACTIVITIES

1. Discuss ways to prove a fact, and give examples. Remind students that facts do not have to be true.

2. Give examples of opinion. Compare and contrast factual and opinionated statements.

3. Tell students to look for signal words which point out opinions (words that show comparison, ending with -er or -est). Have students give examples and list them on the chalkboard or transparency.

4. Go over questioning procedures, giving examples, and providing opportunity for practice. Encourage students to use questioning procedures throughout the lesson.

5. Bring in editorial cartoons and ads from magazines. Use these to help students distinguish between fact and opinion.

6. Have students bring in cartoons and ads from magazines and newspapers, label them fact or opinion, and give an explanation as to why they labeled them as such. Make a class notebook or post them on a bulletin board, where they are divided into two groups: factual ads and cartoons and opinionated ads and cartoons.

7. Have students write one fact and one opinion, then see if the class can identify fact and opinion as written by their fellow students.

8. Video tape or tape record ads from radio or television. Have students identify fact and opinion in the commercials.

We often tend to think that facts are always true. Most of the time they are. A statement of fact, however, may be either true or false. Examine these two statements of fact:

> In 1962 Gregory Peck won an Academy Award as Best Actor.
> In 1962 Jack Lemmon won an Academy Award as Best Actor.

Both of these statements of fact cannot be true because only one Academy Award is given for Best Actor each year. It is possible that both statements are false; perhaps someone else won the award. The main thing to remember is that a statement containing a fact that is true can be tested and shown to be true. Similarly, a statement containing a false fact can be shown to be false. Therefore, statements that can be proven to be either true or false are called statements of fact, regardless of whether they are true or false.

How can statements of fact be proven? Some statements of fact can be proven to be true or false by direct personal observation. If someone tells you, for example, that Sears has $50 jackets on sale for $25, you can go to Sears to find out if this is actually true. Sometimes it is impractical or impossible to check the statement ourselves. For example, it is impossible to directly experience something that happened in the past in order to see if a statement made about that event is true. When it is impractical or impossible to check the truth of a statement ourselves, we use the indirect method. This involves going to reports and records written by reliable people or talking to a person who is knowledgeable about the subject in question. A library is a good source of records and reports because it contains encyclopedias, almanacs, and other specialized books which contain many facts. People who have witnessed an event in the past are often good sources for facts as well.

A father who says, "My son is six feet five inches tall and weighs 240 pounds," could be stating a fact which is true. The statement could be checked by measuring the boy's height with a tape measure and by weighing him on an accurate scale. If, however, the father also says, "My son is the best football player in the state," some people will question the truth of the statement. First of all, the father probably does not know all the football players in the state. Secondly, he is not likely to be the only father that believes his son is the best player. The statement cannot be proved or disproved; therefore, it is a statement of opinion.

Statements of opinion usually express approval or disapproval of something. They express our attitudes or feelings about someone or something. Often times, they are judgments containing such words as better, good, pleasant, unpleasant, poor, great, etc.

The proud father's statement about his son being the "best" football player is an example of a judgment. What qualities determine who is the best player to one person may not be the same qualities used by another person. Opinions may also show that something is an obligation or is desirable. The words should, ought to and must are clues to these kinds of statements. "Americans should conserve gasoline" is an example of this kind of statement. Statements of opinion often take the form of predictions when words such as will, shall and is sure to are used. Because this statement predicts what will happen in the future, it cannot be proven: By 1990 there will be more cars than people in the United States.

The news report which follows contains a statement of fact that is probably false. Copy the sentence onto your paper; then, in a sentence, explain why the statement is a questionable one.

> The football game was well attended by spirited supporters from both schools. Mosley High won the game by a score of 14 to 10. Their victory brought the entire audience onto the field to congratulate the winning team.

Write three true or false statements of fact about people, places, and things around you -- for example, one of your friends, your school, your neighborhood, the local government, the media. Try to write statements that would require checking in order to determine their reliability.

> EXAMPLE: Channel 7 is going to broadcast all the University of Florida football games.

Generally speaking, a fact is a statement which can be proven to be true. We recognize something as a fact when we have observed it ourselves or when people agree generally that it exists or has existed. An opinion, on the other hand, is a personal feeling about a particular subject. It can't be proven to be true. Read the four statements below. Can you find the two facts and the two opinions?

1. Television was invented in 1927.
2. Because of T.V., people don't read anymore.
3. Many companies advertise their products on T.V.
4. Television advertising is stupid.

If you said sentences one and three are facts and two and four are opinions, you were correct.

FACT/OPINION

DIRECTIONS: For each question, write the word fact if the statement is fact, or the word opinion if the statement is an opinion.

1. ______________ Americans will elect a President in 1980.

2. ______________ Every person of age should vote.

3. ______________ Those who don't vote are fools.

4. ______________ In some states eighteen-year-olds can vote.

5. ______________ Every eighteen-year-old should have that right.

SHORT ANSWER

DIRECTIONS: Read the movie review below, then answer the questions below.

Stephen Spielbloch's latest movie, Gremlix, opened last night at the Regency Theater. It's the best adventure movie around. Gremlix is the story of a space creature who cannot stop eating. He finally winds up eating Miami and then dies of indigestion.

E. T. Lucas does a great job in the lead role. It's about time he got a part he can really sink his teeth into.

Gremlix is three hours long. Every action-packed minute will keep you on the edge of your seat. The movie will have only a three week run. It's well worth the $3.50 price of admission.

Everyone will love Gremlix. It's a gremlin of a story.

1. List three facts from the movie review.

____

____

____

2. List three opinions from the review.

____

____

____

3. Some sentences contain both fact and opinion. Write one of these sentences.

____

____

FACT/OPINION

DIRECTIONS: Identify each statement below as a fact or an opinion. Write F for fact or O for opinion on the appropriate line.

1. ____ Television advertising is dumb.
2. ____ Many companies advertise their products on T.V.
3. ____ The current postage rate for regular mail is 22 cents.
4. ____ Michael Jackson is the world's greatest musician.
5. ____ Dentists recommend "Gleep" over all other brands.
6. ____ John F. Kennedy was assassinated on November 22, 1963.
7. ____ Running is the best way to keep physically fit.
8. ____ Because of T.V., people don't read anymore.
9. ____ Christmas is celebrated on December 25.
10. ____ February is the shortest month of the year.
11. ____ Hank Aaron broke Babe Ruth's home run record in baseball.
12. ____ Dr. Pepper is the most delicious soft drink on the market.
13. ____ Eating Wheaties will make you an Olympic Champion like Bruce Jenner.
14. ____ John Wayne has won an Academy Award.
15. ____ A diploma is a guarantee of success.

SHORT ANSWER

DIRECTIONS: Complete the following exercises using facts and opinions.

1. Write a fact and an opinion about your favorite rock singer.

   a) fact: ______________________________

   b) opinion: ______________________________

2. Write a fact and an opinion about the most popular movie or T.V. program right now.

   a) fact: ______________________________

   b) opinion: ______________________________

3. Write a fact and an opinion about the school cafeteria.

   a) fact: ______________________________

   b) opinion: ______________________________

4. Write a fact and an opinion about your favorite restaurant.

   a) fact: ______________________________

   b) opinion: ______________________________

5. Write a fact and an opinion about a car.

   a) fact: ______________________________

   b) opinion: ______________________________

When trying to distinguish between fact and opinion, remember that facts can be proved and opinions are personal views, or ideas, about something.

FACT/OPINION

DIRECTIONS: Identify each statement below as a fact or an opinion. Write F for fact or O for opinion on the appropriate line.

1. ____ Children will become smarter if they watch T.V.

2. ____ There was no television in 1900.

3. ____ "Star Wars" is the best movie ever made.

4. ____ Public television programs have few commercials.

5. ____ Toyota is the best car money can buy.

6. ____ Skiing is an easy sport to learn.

7. ____ Sue is 5 feet 2 inches tall.

8. ____ Tallahassee is the capital of Florida.

9. ____ Important news events are often seen on T.V.

10. ____ Abraham Lincoln was our nation's greatest president.

11. ____ Pizza is everyone's favorite food.

12. ____ Eastern offers the best airline service.

FACT/OPINION

DIRECTIONS: Study the following sentences carefully. Write F for statement of fact or O for statement of opinion on the appropriate line.

1. ____ Scouts make the best leaders.

2. ____ On June 23, Scout L. D. McWalter of Troop 105, Tallahassee, Florida, rescued four children from a flaming apartment.

3. ____ Mr. Edwards will die within six months.

4. ____ The doctor has given Mr. Edwards six months to live.

5. ____ You should take a serious interest in student government.

6. ____ Last night Chuck's scout troop broke four baseball bats.

7. ____ Paul is cute.

8. ____ Our six room furnished apartment rents for $350 a month.

9. ____ Our rent is high.

10. ____ Henry wasted his money on a sleazy jacket.

FACT/OPINION

DIRECTIONS: Study the following sentences carefully. Write F for statement of fact or O for statement of opinion on the appropriate line.

1. ____ Senator Johnson is a stubborn, unreasonable man.

2. ____ Senator Johnson was the only one who voted against the bill.

3. ____ Fried liver and onions is the worst meal you could offer.

4. ____ Alan is not very ambitious.

5. ____ Alan worked as a delivery boy for two weeks last summer and then quit.

6. ____ George C. Scott is the best movie actor in the United States.

7. ____ George C. Scott was voted "the best movie actor of 1970" by the Academy of Motion Picture Arts and Sciences.

8. ____ To stay healthy, everyone should get eight hours of sleep every night.

9. ____ The letter e is the most frequently used in our alphabet.

10. ____ It is foolish to waste time surfing.

UNIT 7

LITERATURE

Intended Outcome addressed in this unit:

The student will be able to apply knowledge of the elements of literary genres to study selections from American literature.

INTRODUCTION

The literature unit is divided into six sections: essay, biography and autobiography, the short story, poetry, the novel, and drama. This unit provides only a sampling of a study unit on literature. District guidelines and adopted textbooks will determine which literature selections should be covered. The following is a list of the stories and poems which are covered in this unit:

Essay

"36 Children"	Herbert Kohl

Biography and Autobiography

Anne Frank: Diary of a Young Girl

Short Story

"The Sculptor's Funeral"	Willa Cather
"The Devil and Daniel Webster"	Stephen Vincent Benét
"A Horseman in the Sky"	Ambrose Bierce
"The Devil and Tom Walker"	Washington Irving
"The Tell-Tale Heart"	Edgar Allan Poe

Poetry

"Joy Sonnet in a Random Universe"	Helen Chasin
"One Day in August"	William Stafford
"Glow Child"	Constance E. Berkley
"Counting on Flowers"	John Ciardi
"Birdsong"	Anonymous
"Who Are You, Little i"	E. E. Cummings
"To a Golden-Haired Girl in a Louisiana Town"	Vachel Lindsay

Poetry - cont'd.

"Young"	Anne Sexton
"The Road Not Taken" "Stopping by Woods on a Snowy Evening"	Robert Frost
"Trees"	Joyce Kilmer
"Song of the Open Road" "The Sea Gull"	Ogden Nash
"I Never Saw a Moor" "A Word"	Emily Dickinson
"The Creation"	James Weldon Johnson
"Eldorado"	Edgar Allan Poe
"Chicago" "Fog" "Four Preludes on Playthings of the Wind" "The past is a bucket of ashes"	Carl Sandberg
"I Hear America Singing"	Walt Whitman
"The Mountain Whippoorwill"	Stephen Vincent Benét
"Richard Cory"	Edwin A. Robinson
"Thanatopsis"	William Cullen Bryant
"The Rainy Day"	Henry W. Longfellow
"Fable"	Ralph Waldo Emerson
"The Last Leaf"	Oliver Wendell Holmes
"The Listeners"	Walter de la Mare
"in Just"	E. E. Cummings
"High Flight"	John Gillespie Magee, Jr.

Novel

The Pearl	John Steinbeck
The Red Badge of Courage	Stephen Crane

Drama

The Glass Menagerie — Tennessee Williams

SUGGESTED TEACHER ACTIVITIES

1. Have students keep a notebook of the handouts, notes, and written assignments required during this unit. Provide specific instruction in organization and format of the notebook.

2. Explain that "genres" refer to the different kinds of literature. Using the study sheet (p. 205), discuss and provide examples of literary genres.

3. Have students highlight or underline clues in the definitions on p. 205 which will help them determine what genre a selection might be. Words on the study sheet to be highlighted are as follows:

   essay - short...analyze...interpret...personal way

   short story - shorter than a novel...single theme...limited characters

   biography - history of a person's life

   autobiography - biography of oneself

   drama - a play...dialogue...action

   poetry - (most varied) structured...emotional response

   novel - narrative prose...long and complex

4. Design a bulletin board which displays the following:

Genres of Literature

Non-fiction	Fiction
essay	drama
biography	short story
autobiography	novel
	poetry

5. At the completion of the Literature Unit, provide excerpts from those selections read in class and have students identify works by genre. For example, if your class read The Red Badge of Courage as the novel, then take important passages and have students identify them. If you read "Hope" by Emily Dickinson, use that selection to elicit the response that the literary piece is a poem, etc.

LITERATURE GENRES

Essay - a short piece of writing in which the writer attempts to analyze or interpret something in a personal way; non-fiction

Short story - a kind of story shorter than a novel developing a single theme and more limited in scope and number of characters; usually fiction

Biography - a written history of a person's life; usually non-fiction

Autobiography - a biography that is written or told by the same person the story is about; usually non-fiction

Drama - a literary composition that tells a story by means of dialogue and action, to be performed by actors; play; fiction

Poetry - structured language which generally creates emotional response; fiction

Novel - a piece of narrative prose fiction that is usually long and complex; fiction

INTRODUCTION

The essay "36 Children," by Herbert Kohl, was chosen for this section. This essay is a result of Kohl's teaching experiences with disadvantaged children in the New York inner-city schools. Other essay selections which might be used for further study are:

"Walden" (June, 1939)	E. B. White
"The Dogwood Tree: Boyhood in the 1940's"	John Updike
"The Creative Process"	James Baldwin
"Grandma"	Ray Bradbury
"Vulture Country"	John D. Stewart

Herbert Kohl
(1937 -)

Herbert Kohl was born in Bronx, New York on August 22, 1937. He graduated magna cum laude from Harvard University in 1958, then continued his education receiving an M.A. degree from Columbia University Teachers College in 1962. In 1963 Kohl married Judy Murdock, a teacher and weaver, and began his career as an elementary school teacher in New York. He later worked in research, became involved with the public alternative education program in Berkeley, California, was co-director of the Center for Open Learning and Teaching in Berkeley, and taught at the college level. Kohl now works as a consultant and continues his writing. He is known for his persistent voice in calling for evaluation and reformation of the American School System.

SUGGESTED TEACHER ACTIVITIES

1. Discuss the definition of essay: a non-fiction selection that relates experience and opinion.

2. Read the selection, "36 Children", aloud and have the students follow along. Due to the difficulty of the language, pause during the reading to allow for your questions. After the reading, discuss the term "essay" and why this selection is an essay.

3. Write the following questions on the chalkboard:
   a. Is this selection based on real experience and opinion or on imaginary experiences? (Real)
   b. Was this selection fiction or non-fiction? (Non-fiction)
   c. Does this selection say something about experience and opinion? (Yes) Explain.
   d. What is the main idea of this selection? (Answers will vary, but the idea that disadvantaged children can and will respond to positive teaching should be present.)

UNIT 7: LITERATURE — Learning Activity
Essay — "36 Children"

A. DIRECTIONS: Words listed in Column A are taken from the essay, "36 Children" by Herbert Kohl. Find the meaning for each word from among the choices in Column B and write the letter of the meaning on the line provided.

A	B
____ 1. irrelevant	(a) in an unfriendly manner
____ 2. commensurate	(b) mental view
____ 3. perspective	(c) not pertinent
____ 4. chaotic	(d) confused and disordered
____ 5. unambiguously	(e) irreligious
	(f) clearly
	(g) of equal extent or duration

B. DIRECTIONS: Review the various views of Kohl's students, then write an essay about where you live. Describe the setting or place. Explain why you like or dislike the place. Discuss a favorite experience in your individual environment.

Use the following outline:

Title:

I. Setting
  A. a detail
  B. a detail
  C. a detail

II. Likes and Dislikes
  A. a detail
  B. a detail
  C. a detail

III. Favorite Experience in This Setting
  A. a detail
  B. a detail
  C. a detail

C. DIRECTIONS: An essay is a non-fictional, short piece of writing which attempts to analyze or interpret something in a personal way. Write an essay about one of the following:

Today Is The First Day Of The Rest Of My Life

Someday Man Will Live In Space

Jobs: Who Needs Them?

The Ideal Companion

What Everyone Always Wanted To Know About Me And Never Asked

Videos: A Fad Or Something That Will Survive The Test Of Time

INTRODUCTION

An excellent resource in teaching this area is Profiles: A Collection of Short Biographies, a Learning Trends Publication (Globe Book Company, Inc., 1975). In addition to presenting a variety of biographies on famous sports figures, musicians, writers, inventors, politicians, and actors, each selection provides exercises in main idea, supporting details, eliminating unnecessary details, sequencing events, or defining vocabulary.

The selection covered in this section is Anne Frank: The Diary of a Young Girl. An 11-page excerpt of this autobiography is available in New Voices in Literature, Language, and Composition, Book Two (Ginn and Company, 1978).

Anne Frank: The Diary of a Young Girl

This is a story of a girl and her experiences of persecution, hiding from Nazis, and developing as an adolescent during adverse world events. The main theme is "growing up" and coping in times of war. The "theme" is the central idea controlling the characters throughout the story and causes things to happen. (Understanding the theme helps explain the events in the story and why characters do what they do.)

SUGGESTED TEACHER ACTIVITIES

1. Define and discuss the literary genres "biography" and "autobiography". Point out similarities (both are sketches of people's lives) and differences (a biography discusses any person's life and an autobiography is written by the same person the story is about).

2. Introduce Anne Frank: The Diary of a Young Girl by discussing Nazi Germany during World War II.

3. Define the term "theme" (the central idea controlling the characters throughout the story and which causes events to take place). After the class has read the story, discuss the theme (growing up and coping in times of war). Explain that persecution and survival are subjects which influenced Anne's growing-up process.

4. Encourage students to use the Suggested Outline of Study (pp. 211-214) as a guide when reading biographies and autobiographies. Include the study sheets in class discussions of Anne Frank: The Diary of a Young Girl.

5. The following vocabulary words are from the excerpt in New Voices in Literature, Language, and Composition, Book Two (Ginn and Company, 1978). These should be introduced prior to reading the selection in order to provide for better comprehension.

Word	Page	Column	Definition
diary	253	1	a personal journal of day-to-day entries
melancholy	253	2	sadness and depression
anxious	254	1	worried
enhance	254	1	to increase in value
anxiety	254	2	a state of being worried
succession	254	2	order of things happening
trams	254	2	street cars, public transportation
restrictions	254	2	limitations
veranda	255	1	an open porch usually roofed
overawed	255	2	to overcome or make to feel awe
vital	256	1	of or having to do with life
sympathetic	256	1	in agreement with one's tastes, moods, etc.
gaudy	256	1	bright and showy, but in bad taste
irritable	256	2	easily made angry
squabble	257	1	a noisy, petty quarrel
condemn	258	1	accuse of wrongdoing
critic	259	2	person who is quick to find fault
bemoan	259	2	to moan or to grieve a loss
existence	261	1	the act of living
coquettish	261	1	having the characteristic of a flirt
industrious	261	1	hard working
cribbing	261	1	the passing off of another's ideas, used often dishonestly in doing homework
superficial	261	2	concerned only with surface, shallow
impertinent	262	1	not showing proper respect
despondency	262	2	loss of hope
accordance	262	2	agreement

SUGGESTED OUTLINE OF STUDY

Name ______________________________

When did they live? ______________________________

Where did they live? ______________________________

____

What kind of homes did they come from? ______________________________

____

How were their lives different from yours?

a. Clothes? ______________________________

b. School? ______________________________

c. Spare time? ______________________________

d. Parents? ______________________________

e. Part in family life? ______________________________

____

Describe the happiest or funniest incident you remember about this person. ______________________________

____

____

Did sad or disappointing things ever happen to them? Tell one.

____

____

____

If you could choose one thing they did which you would especially like to do, what would it be? ______________________________

____

Did this person play any important part in the development of our country? ________ If so, can you explain how he or she was important to our nation? ____________________

____

____

____

What important contribution did this person make to our world? (WHY do we remember him or her?) ____________________

____

____

____

____

In several sentences, describe the character of this person in your own words. Tell how you feel about him or her. Your list of "characteristics" will help you. Don't be afraid to use your book or your dictionary or your encyclopedia!

____

____

____

____

____

____

Note: This is not a written assignment! This is a guide to help you think about the person you have read and studied about. If you can answer these questions, you will be able to discuss this person with your classmates. Let's see if we can make these famous people live!

UNIT 7: LITERATURE
Biography

Study Sheet

Title

Personal Attributes

____
____
____
____
____
____
____

Significant Events In Life

____
____
____
____
____
____
____

My Impressions

____
____
____
____
____
____
____

Early Years

Birth: ______________________
____
Family: _____________________
____
Schooling: __________________
____
____

Contributions

____
____
____
____
____
____
____

What Was He Like?

____
____
____
____
____
____
____

What Happened To Him As A Child?

What Important Things Happened As He Grew Up?

How Do I Feel About Him?

Why Do People Remember Him?

UNIT 7: LITERATURE Learning Activity
Autobiography Anne Frank: The Diary of a Young Girl

DIRECTIONS: Answer the following questions. Write your answers in complete sentences for questions 2-6.

1. Anne wrote her diary under very unusual circumstances. List several events that occur that shape her life.

   ____

   ____

2. How do Anne's experiences compare with yours? Look for things that are the same.

   ____

   ____

3. How do Anne's experiences contrast or differ from yours?

   ____

   ____

4. Why does Anne write? What does writing in her diary do for her?

   ____

   ____

5. What is racism? Define the word using a dictionary. Give examples of present day instances of racism.

   ____

   ____

6. Describe the setting of this story. Discuss place and time.

   ____

   ____

7. Name five characters in the story and give a one sentence description of each one's personality.

8. Summarize the plot. Discuss beginning, middle, and the end of the action.

9. Write an entry for Anne's diary for August 4, 1944. This is creative with no one response expected. Remember the police raid the "Secret Annexe." What may have happened? Use diary form.

10. On a separate sheet of paper, write an essay that discusses concentration camps. Research your topic in the library.

WRITING AN AUTOBIOGRAPHY.

DIRECTIONS: Use the outline below to give form to your autobiography. Write on this outline key words and phrases. Examples:

I. Where I Live
  A. Town - West Palm Beach
    or
  2. Location
    a. within country - U.S.A.
    b. within state - Florida

Then use another piece of paper and write your autobiography using complete sentences in paragraph form.

My Day-to-Day Life

I. Where I live
  A. Town
    1. Size (large, medium, small)
    2. Location
      a. Within country
      b. Within state
    3. People
      a. How they make their livings
      b. Where they live
  B. Home
    1. Location
      a. Address
      b. Part of town
    2. Description

II. Where I go to school
  A. Location
  B. Description
    1. How many people
      a. Students
      b. Teachers
    2. Age of students in school

III. What I do
  A. During school
    1. Classes
      a. How many
      b. How long
      c. What subjects
    2. Lunch
      a. How long
      b. What I eat

My Day-to-Day Life (cont'd.)

B. After school and weekends
  1. Recreation
    a. Sports, hobbies, entertainment
    b. Other
  2. Television
    a. How much time spent
    b. What shows watched
  3. Homework
  4. Time spent with friends
    a. Names of friends
    b. Activities with friends
  5. Time spent with family

INTRODUCTION

The short story section of the literature unit is intended to be one of high interest. Textbooks and district guidelines may determine which selections will be covered in individual classrooms. The stories selected may be presented in chronological order, dealing with the early writers in American literature first (to show how literature has developed in this country), or in a thematic mode such as death, love, nature, courage, etc. The learning activities and suggested strategies provided in this unit may be adapted for any short stories selected.

Representative short stories found in most textbooks were chosen for this unit. These include stories by Washington Irving, Ambrose Bierce, Nathaniel Hawthorne, and Stephen Vincent Benet. A few modern short stories were also added which should prove to be of special interest to the students. Some stories are simplified editions (e.g., The American Anthology). A brief biographical sketch of the author precedes most suggested strategies and learning activities.

SUGGESTED TEACHER ACTIVITIES

1. Ideas to be examined when studying short stories include: plot, characters, point of view, setting, and theme. Plot consists of the different events in the story. The teacher can relate the plot of a short story to the plot of a television show or current movie. The plot of a TV series such as "The A-Team" is always the same. The men come out of hiding to help someone with a problem. The A-Team looks the situation over, works out a plan to solve the problem, and proceeds to solve it. Most television shows follow a stock formula or plot so the viewer always expects a certain type of story development. This does not happen with short stories. Plot development may occur in different ways.

2. Plots involve conflict which can be external or internal. An external conflict deals with problems that a character faces when confronting the outside world. Examples of external conflicts are: man against man, man against child, man against woman, man against friend, or man against nature. In "The Devil and Daniel Webster," Jabez Stone faces a conflict with nature; his farm does not produce well. This leads to a confrontation with the devil. Internal conflicts involve man's struggle with forces within himself such as his conscience, his desire to improve himself, or a desire to harm himself. The young Union soldier faces a conflict within himself when he realizes his father, a Confederate soldier, is across the ravine from him. Should he kill him or let him live? Many times the reader watches a character improve through the various conflicts which happen to him.

Other times as the story progresses a character may deteriorate (e.g., Poe's, "The Tell-Tale Heart").

3. Characters make up the story. The author has four ways of letting the reader know what kind of people the characters are:

    1. What the characters say
    2. What the characters do
    3. What other characters say and think about them
    4. What the author says in descriptive passages

    When reading a story, ask the students to look for any change in the characters during the development of the story. The students should look for: changes which are physical or emotional, changes in speech, changes in actions, and changes in thoughts.

4. Point-of-view is the method the author uses to involve the reader in the story. The reader usually places his sympathies where the author wants them to be. A story may be told from one of three points-of-view:

    1. Narrator is in the third person with omniscient view who knows everything that is going on and comments about events
    2. Narrator is in the third person and merely records events -- no commentary or opinions are given
    3. Narrator is in the first person and can tell only what he/she observes and feels

5. The order of events is another important facet in the development of the story. One way the story may be arranged is in chronological order (i.e., "The Devil and Daniel Webster"). When events are in chronological order, they are told in the sequence in which they happened.

6. Another way of arranging the events is through the use of flashbacks. The story starts with an event in the present and then shifts to the past in order to explain previous thoughts/actions which are necessary to understand the story. An example of this is found in Ambrose Bierce's "The Flying Horseman."

7. Setting is the time and place in which the story occurs. A love story usually is not set in a funeral parlor. The setting also helps the reader understand the motivations of the characters. The reader understands the character of the sculptor in Willa Cather's "The Sculptor's Funeral" when he knows the sculptor's background.

8. The theme is the message the author wants to convey through his plot and characters. It may be a universal message concerning death, love, nature, etc. His message may be "don't be greedy" (The Pearl), "war is bad" ("The Flying Horseman"), or "the evil within man" ("The Tell-Tale Heart"). When teaching the story, ask if there is a universal theme. What does the theme say to the reader? Does the author try to convince the reader to agree with him?

Willa Cather
(1873 - 1947)

Willa Cather was born in Virginia in 1873. She spent most of her childhood in rural Nebraska, which provided her with much of the background information for her stories, novels, and poems. She won the Pulitzer Prize in 1923 for One of Ours. Among her well known novels are O Pioneers (1913), My Antonia (1918), and Death Comes for the Archbishop (1927).

The selection, "The Sculptor's Funeral," by Willa Cather, displays two important factors in creating a short story: setting and character. Setting involves both the physical and the temporal aspects of a story. The author's description of the setting helps the reader picture in his mind what is happening. The author's ability to capture the tone of the setting makes the story believable. Horror stories often take place on a stormy night. Dracula never walks around during the day.

In addition to the physical setting, the author must focus on when the story takes place. In Cather's story, "The Sculptor's Funeral," no specific year is given, but the author gives clues: flags of the GAR (Grand Army of the Republic -- an organization that fought for the North during the Civil War), lamps in the village, and a horse-drawn hearse. From these clues the reader knows this is the turn of the century in America.

The author uses lesser characters to tell us about the main character -- the sculptor. Although the sculptor is dead, we learn about him through the thoughts and words of the people who knew him. Through the thoughts of the student who accompanied the sculptor's body back to his hometown, we see his life as an artist. Through the words of the lawyer, we see the conflict the sculptor had as an artist in a town which did not appreciate art. One way to introduce the students to this story would be to read the first part of it to them. Help them to visualize the setting and understand the action. Ask short questions to check their understanding of it. Questions from the first section would include:

1. In what state does the story take place? (Kansas)
2. What were the people waiting for? (train)
3. What was the weather like? (cold, snowy)
4. What is the train bringing? (A corpse - body of the sculptor)
5. Was the train on time? (No, it was twenty minutes late)

6. Why didn't Merrick's father meet the train? (He was old, feeble)
7. How did they get the body to Merrick's house? (horse-drawn carriage)

If the students understand these points, they will be prepared to read the story silently. After the students have read the selection, conduct an oral discussion on the central points of the story. The following information should be brought out during discussion:

1. The central character is H. M. Merrick. We learn about him through his family, his friends (Steavens from the East), Laird (with whom he grew up), and the townspeople.

2. Although they started out the same, Laird becomes the opposite of Merrick. They grew up together and both went back East to attend college. Merrick was not interested in material things; Laird was the opposite. He cared only for material things and would take any case that would bring him more money.

3. According to the townspeople's beliefs, Merrick was a fool; they cared for materialistic things. They did not appreciate art.

4. Laird recognized and appreciated the special qualities of Merrick but he could not emulate him.

Students should realize that the conflict in the story is between Jim and the townspeople.

SUGGESTED TEACHER ACTIVITIES

1. Select quotations from the story which reveal something about the characters. Explain what these quotes reveal either about the characters being spoken about or the characters doing the speaking. For example, a quote from the mother when she sees her son's casket could be used to show her self-centeredness. Some of the comments by Steavens and Laird would be possibilities. Also, most of the comments made by the friends when they were sitting up after the Merrick family went to bed would be excellent choices.

2. Divide the class into groups. Give the students magazines to look through and ask them to cut out pictures of people who look like the characters in the story. Make a display, labeling each picture with the appropriate name. Have the students share the reasons for their selections.

WORD FIND

DIRECTIONS: Find the words listed below and circle them.

D	E	S	P	A	I	R	L	L	R	S	P	T	D	T	D	S	C	U	L	P	T	O	R	D	U	E	L	D
I	X	R	T	D	M	R	E	B	Q	Q	U	I	E	T	I	C	T	H	O	U	G	H	T	A	X	Y	E	S
A	R	R	M	S	U	D	D	E	N	X	M	D	I	E	A	L	P	O	L	R	D	Y	U	L	T	P	T	D
G	L	Y	R	I	D	O	L	Y	S	X	P	Y	E	M	G	E	R	N	A	G	E	N	T	B	M	O	X	R
R	T	H	I	C	R	E	I	P	T	L	E	E	P	R	N	E	O	O	K	N	R	I	Y	C	L	L	V	P
A	N	D	O	E	A	R	N	E	S	T	L	N	E	E	A	C	V	R	P	L	T	O	T	G	R	I	E	F
M	T	Y	P	T	C	U	D	N	O	C	A	R	P	R	M	E	A	P	Q	O	L	T	S	A	N	C	O	N
T	R	L	N	O	V	Q	P	P	S	N	T	U	M	A	G	U	I	L	T	Y	S	C	B	U	R	Y	P	R
A	I	B	T	R	Y	X	F	I	R	M	I	O	O	T	P	R	L	T	U	M	T	H	U	M	A	N	V	T
C	A	R	T	O	O	N	V	I	E	W	V	J	C	U	R	R	E	N	T	O	N	S	C	E	N	E	L	G
K	L	A	V	I	R	Q	U	A	N	T	I	T	Y	R	E	M	E	D	Y	N	N	E	L	E	R	R	A	B
L	C	C	B	D	H	P	L	C	O	T	P	D	E	V	X	Y	O	Y	O	T	R	O	M	I	N	O	R	N
E	S	M	E	S	A	E	R	R	O	R	R	E	C	N	A	R	O	N	G	Y	U	L	A	L	T	E	R	P
Z	T	U	R	S	L	A	C	O	L	Z	O	E	F	R	E	I	G	H	T	L	T	O	C	P	B	Y	E	Q
R	A	L	U	G	E	R	T	O	L	I	P	C	T	L	A	M	R	O	N	G	Y	U	L	A	L	T	E	R
M	D	A	D	V	A	L	U	A	B	L	E	X	M	P	E	G	A	M	I	B	E	D	I	T	I	N	I	B
O	R	D	T	S	E	U	G	S	T	R	L	F	E	B	R	U	A	R	Y	E	V	O	N	Y	L	F	E	D
S	O	L	D	I	E	R	X	S	U	O	V	E	N	L	C	O	N	V	E	R	S	A	T	I	O	N	F	T

- -

AGENT
ALTER
BARREL
CARTOON
CONVERSATION
CURRENT
DESPAIR
DIAGRAM
DUEL
EARNEST
EDIT
ERROR

FEBRUARY
FREIGHT
GRIEF
GUEST
GUILTY
HONOR
HUMAN
JOURNEY
MINOR
OVEN
NORMAL
PILOT

POLICY
QUANTITY
QUIET
REMEDY
SCENE
SCULPTOR
SUDDEN
TACKLE
THOUGHT
TURN
VALUABLE
VIEW

VOCABULARY EXERCISE

DIRECTIONS: Fill in the blank with the appropriate word from the word list below.

filial

conversed

reputation

huddled

dejected

sarcasm

yearning

progressive

clenched

defend

1. The men waited at the train station and ____________________ about sports.
2. The children ________________ together under the umbrella during the terrible storm.
3. A person's _________________ can be ruined by someone else's careless tongue saying something untrue.
4. The lawyer can _____________ his client against the charges.
5. The team was ______________ after losing the game.
6. She _______________ her fists in anger when he called her "honey."
7. With ____________________ devotion the son called his mother everyday.
8. After an absence of three years, the man had a strong ____________________ to go home.
9. The mayor's _________________ attitude helped the city grow.
10. There was a lot of ________________ in her voice after the argument.

TRUE/FALSE

DIRECTIONS: Write T if the statement is True and F if the statement is False.

_____ 1. The train with Merrick's body arrives late.

_____ 2. Mr. Merrick's father meets the train bringing his son's body home.

_____ 3. The casket was taken to a funeral home.

_____ 4. The name of the man who brought Merrick's body home was Steavens.

_____ 5. Jim Laird was a lawyer.

_____ 6. Merrick left a million dollars to his parents.

_____ 7. Jim Laird and Merrick went to school together

_____ 8. Jim Laird attended the funeral.

_____ 9. Phelps believed Merrick's father was wrong in sending him to school back east.

_____ 10. Most of the townspeople thought Merrick was a failure.

MATCHING

DIRECTIONS: Match the character or setting with the correct description. Write the correct letter on the line.

___ 1. Phelps

___ 2. Annie

___ 3. Roxy

___ 4. Merrick

___ 5. Laird

___ 6. Steavens

___ 7. Martin

___ 8. Sand City

___ 9. Mr. Thomas

___ 10. Colorado

a. had a son shot in a gambling house

b. banker; often said he could buy and sell anyone in town

c. where Merrick lived

d. pupil of Merrick

e. dead sculptor

f. Merrick's father

g. Merrick's mother

h. lawyer; defended Merrick to townspeople

i. mulato maid; was in poorhouse at one time

j. where "Jim got the cold he died of driving...to defend one of Phelps's sons, who had got into trouble out there by cutting government timber."

SEQUENCING EVENTS

DIRECTIONS: Number these events in the order in which they happened in the story.

____ 1. The friends sit on the porch and reminisce about Merrick.

____ 2. The mother wants to see the face of her dead child.

____ 3. The train arrives carrying the body of Merrick.

____ 4. The family goes to bed.

____ 5. The casket is taken to the family home in a horse-drawn hearse.

FACT OR OPINION

DIRECTIONS: On your answer sheet put an F if the statement is fact and an O if it is an opinion.

____ 1. Merrick's casket comes home on a train.

____ 2. Merrick should have gone to business school.

____ 3. The townspeople are sorry Merrick died.

____ 4. Jim Laird dies from a cold.

____ 5. Merrick dies at a young age.

____ 6. The men discuss whether Merrick left a will.

____ 7. Merrick and Laird went to school together.

____ 8. Merrick was right to leave Sandy City.

____ 9. Steavens was a good student of Merrick's.

____ 10. The mother was angry at the maid for forgetting to make chicken salad.

COMPOSITION

People usually dislike things or people that they don't understand. Some people are afraid to use computers because they don't understand how to use them. People have all kinds of ethnic prejudices such as disliking Spanish or Vietnamese people. Some people also dislike individuals from other regions in the country because they don't understand them. Merrick's neighbors didn't like him. In a well-organized paragraph, explain why Merrick was disliked.

MULTIPLE CHOICE

DIRECTIONS: Circle the answers which correctly complete the sentences.

1. Merrick's mother was ____________.

   a. kind
   b. cruel
   c. dead
   d. happy

2. The lawyer ________________.

   a. disliked Merrick
   b. cheated Merrick
   c. liked Merrick
   d. attended Merrick's funeral

3. Steavens _________________.

   a. wondered how Merrick could have turned out so well considering his background
   b. was a student
   c. brought his body back to Sand City
   d. all of the above

4. The story takes place in ____________.

   a. a large Eastern town
   b. a small village in Kansas City
   c. Europe
   d. Mexico

5. After the train arrives, the story is told mainly through the the point of view of _________________.

   a. Henry Steavens
   b. Jim Laird
   c. the Grand Army Man
   d. Banker Phelps

6. The conflict in the story revolves around ______________.

   a. Merrick and Steavens
   b. Phelps and Merrick
   c. Mrs. Merrick and her son
   d. the townspeople and Merrick

7. The climax of the story is _________________.

   a. Merrick's body coming home
   b. the search for a well
   c. Jim's speech when he tells some of the townspeople the good in Merrick and the bad in them
   d. the death of Jim Laird

8. Merrick and Jim Laird were probably _______________.

   a. enemies in high school
   b. good friends in high school
   c. step-brothers
   d. only children

9. Jim Laird ________________.

   a. realized what kind of a person his friend was
   b. didn't care what kind of friend Merrick was
   c. married Merrick's sister
   d. committed suicide

10. The people attending the funeral appeared to be ___________.

   a. supportive
   b. sympathetic
   c. sad
   d. critical

Stephen Vincent Benét
(1898 - 1943)

Benét was born in Bethlehem, Pennsylvania. His father, grandfather and great grandfather were all army officers. Benét published his first volume of poetry at the age of seventeen. In 1926 he wrote a long, narrative poem entitled "John Brown's Body" which won a Pulitzer prize. His most famous work, however, is "The Devil and Daniel Webster."

SUGGESTED TEACHER ACTIVITIES

The story, "The Devil and Daniel Webster", by Stephen Vincent Benét, is interesting and may present a challenging reading level for some students. Read the beginning of the story to the students to be sure that they understand the setting. Point out that the story is an example of folklore. Be sure the students realize that the points in the second paragraph are exaggerations (similar to those presented in Paul Bunyan stories).

The story may be read orally and discussed section by section. Since the vocabulary is difficult, provide sufficient study of the words.

Role playing activities might be appropriate for some classroom situations. Have the students act out the scene where Tom Walker sells his soul to the devil as well as the scene in which Jabez Stone sells his soul. Have the students point out the similarities and differences in the two episodes. This story will need teacher direction to facilitate comprehension of the characters and the events.

TRUE/FALSE

DIRECTIONS: Write an F if the statement is False and T if it is True.

____ 1. The story takes place in Massachusetts.

____ 2. Jabez Stone pricks his finger in order to seal his bargain with the devil.

____ 3. Daniel Webster agrees to argue Stone's case before the devil.

____ 4. The devil tells Stone that if he pays him enough money, he'll let him forget the bargain.

____ 5. Stone picks the jury who will hear Webster argue with the devil.

____ 6. This jury is composed of farmers like Stone.

____ 7. The verdict of the jury is not guilty.

____ 8. The devil tells Webster his future.

____ 9. The devil tells Webster that he (Webster) will one day be President.

____ 10. The devil signed an agreement vowing never to bother Jabez Stone or his heirs.

SEQUENCING EVENTS

DIRECTIONS: Put the following events in the order in which they happened in the story.

____ The devil appears at Stone's house and makes a bargain with Jabez Stone.

____ Stone says for two cents he would make a deal with the devil.

____ Jabez Stone is a poor farmer.

____ Stone hires Daniel Webster to plead his case.

____ The devil comes to claim Stone.

____ Daniel Webster wins his case before the jury.

____ Everything goes well for Stone.

FACT OR OPINION

DIRECTIONS: Write an F if the statement is fact and an O if it is an opinion.

____ 1. Jabez Stone was a hard-working man with bad luck.

____ 2. He made a good deal with the devil.

____ 3. Jabez becomes wealthy after he sells his soul.

____ 4. Jabez Stone lives in New Hampshire.

____ 5. Stone would never have been rich if he hadn't made the deal with the devil.

SHORT ANSWER

DIRECTIONS: Answer the following questions.

1. What is the climax of the story?

____

____

2. What are the conflicts in the story?

____

____

____

3. Benét considers this story to be a part of folklore or a legend. List three of the devices he used to make Daniel Webster seem larger than life.

____

____

____

FILL IN THE BLANKS

DIRECTIONS: Using the word list below, fill in the blanks in the following statements.

Justice Hathorne
strangler
hated the godly people
lawyer
carriage
broke men on the wheel
jury
judge

Cross Corners
Miser Stevens
New Hampshire
Marshfield
Southerner
Lawyers
Northerner
bloody pirate

organized an uprising against the white settlers in 1675
spread fire and horror through the Mohawk Valley
saw white men burned at the stake
he was engaged in other business

1. Jabez Stone lived at ____________________, ____________________.

2. When the devil came to see Stone the first time, Stone told his family the man was a ______________________.

3. Once a year the devil would come driving by in his ____________________.

4. The devil had the voice of ____________________ in his pocket.

5. Daniel Webster had his farm in the town of ________________.

6. The devil was referred to as the King of ________________.

7. According to the devil, the North thinks the devil is a ________________ and the South thinks the devil is a ________________.

8. Webster requests an American ________ and an American __________________ in his trial with the devil.

9. On the jury were the following:

   a. Walter Butler, the Loyalist, who ____.

   b. Simon Girty, the renegade, who ____.

   c. King Philip, an Indian chief who ____.

   d. Governor Dale, English Deputy-Governor of Virginia who ____.

   e. Morton of Merry Mount who ______________________________.

   f. Teach who was a ______________________________.

   g. The Reverend John Smeet who was a ______________________.

10. Benedict Arnold was not there because ______________________ ____________________________.

11. The judge had presided over Salem Witch trials, and his name was ______________________________.

MATCHING

DIRECTIONS: Match each character with the appropriate description. Write the correct letter on the line.

____	1. devil	a. farmer who sold his soul
____	2. Jabez Stone	b. Scratch
____	3. Judge Hathorne	c. presided over Salem witch trials
____	4. Reverend John Smeet	d. won Stone's soul back
____	5. Miser Stevens	e. his voice was in the devil's handkerchief.
____	6. Daniel Webster	f. strangled people
____	7. Walter Butler	g. spread fire and horror through the Mohawk Valley
____	8. Teach	h. orator for the Southern cause
____	9. John C. Calhoun	i. pirate
____	10. Goliath	j. great ram that belonged to Webster

DISCUSSION QUESTIONS

DIRECTIONS: Answer the following questions in complete sentences. After finishing the activity, discuss the answers with the entire class.

1. Is this a realistic story? Why or why not?

2. Why does Webster want an American judge and jury?

3. Why isn't Webster's speech quoted directly?

Ambrose Bierce
(1842 - 1914)

Ambrose Bierce was born on June 24, 1842, in Meigs County, Ohio. He was the last child born into a poor but very religious family. At the age of 15 he left home and cut himself off from all but one of his eight brothers and sisters. Bierce never discussed his unhappy childhood. He eventually attended Kentucky Military Institute. When the Civil War broke out he enlisted on the northern side as a drummer, fought in some of the most difficult battles, and emerged from the Civil War with the title of Major.

After the Civil War he moved to San Francisco where he worked for one of the weekly newspapers. He had his own column and was promoted to editor. He was popular and worked with some of the important literary figures of the time including Bret Harte and Mark Twain.

In 1871 he was married and moved to England. Mrs. Bierce grew tired of England and returned to California. When Bierce found out she was expecting their third child, he, too, returned to California. For the next ten years he worked on a column, which was eventually bought by William Randolph Hearst and spent his later years working for the Hearst newspapers in Washington, D.C.

Tragedy and unhappiness seemed to stalk Bierce. In 1889, his oldest son was shot to death in an argument over a girl, and his younger son died of alcoholism. His wife divorced him in 1891. In 1913 he seemed to be tired of life and left for Mexico to cover the revolution. He was never heard from again and it is believed he was killed in the war.

Ambrose Bierce was called "Bitter Bierce" and had a great dislike for people. His works reflect his pessimistic attitude. It is thought that he used the supernatural effects in his literature as an escape from the people and society he hated.

From the beginning the students need to understand that during the Civil War, Blue represented the federal or Northern side and Gray stood for the confederate or Southern side. A person could join either side of the conflict. Situations occurred in which family members fought against each other.

This story, "A Horseman in the Sky," is divided into four sections. The first one sets the scene. It gives the setting (sunny afternoon in the fall of 1861 -- Civil War time --

Western Virginia) and the situation (young soldier, asleep at his post at the top of a cliff which overlooks a deep valley).

Part two uses the flashback technique to give the background of the young soldier (he is on the federal side; his father is on the confederate side). Then the scene switches to the present and the young soldier sees a Confederate horseman on a cliff across the valley from him.

Part three tells of the vision of a horseman in the sky seen by an officer of the Federal Troops.

Part four reveals the conclusion of the story and the surprising discovery that Private Carter shot his father's horse in order to save the Union troops.

SUGGESTED TEACHER ACTIVITIES

1. Present the following vocabulary words and their definitions to enhance understanding of the story.

   apparition
   oblique
   vigilance
   apprise
   commend
   repose
   bivouac

2. Have students dramatize an interesting or exciting incident from the story.

3. Discuss the following questions:

   a. Who is the soldier that is asleep on duty at the start of the story and what is his job?
   b. Who is the man in Part 3?
   c. Why did Carter kill the horse?
   d. What is the author's attitude toward war?

4. Have students write a paragraph explaining what they might have done had they been in the young soldier's situation.

COMPOSITION

1. DIRECTIONS: Name four conflicts found in this story. Select one of the conflicts and show how the author uses this to build the story. Tell how he resolves it.

2. DIRECTIONS: The story, "A Horseman in the Sky," is told from the Union point of view. Tell it from the Confederate viewpoint.

FILL IN THE BLANKS

DIRECTIONS: Choose the correct word(s) from the word list to complete the sentences.

northern

drops

Virginia

cliff

white horse

Civil

southern

sergeant

1. The story is set in the state of ____________________.

2. Carter Druse fights for the __________________ side.

3. His father fights for the ____________________ side.

4. Carter sees his father atop a large, ___________________.

5. This event takes place during the _________________ War.

6. After firing the shot, Carter ____________ his rifle.

7. A ___________ from his regiment asked what had happened.

8. The horse was standing on a _____________.

MATCHING

DIRECTIONS: Match the definition with the correct vocabulary word. Write the correct letter on the line.

____ 1. apparition

____ 2. apprise

____ 3. bivouac

____ 4. oblique

____ 5. commend

____ 6. repose

____ 7. vigilance

a. indirect

b. ghost

c. watchfulness

d. rest or sleep

e. to inform; make someone aware of

f. to praise

g. a temporary outdoor camp of soldiers

MULTIPLE CHOICE

DIRECTIONS: Circle the answer which correctly completes each of the following sentences.

1. Carter Druse was on the ____________ side of the war.

   a. French
   b. Union
   c. Confederate
   d. his father's

2. Carter Druse's mother _________________.

   a. was pleased with her son's choice
   b. was humiliated about her son's choice
   c. was dying
   d. wore red all the time

3. The "Horseman in the Sky" refers to _______________.

   a. Druse's father and horse falling down
   b. a winged horse out of mythology
   c. a vision from God
   d. Carter's friend who enjoyed horseback riding

4. Druse realized the horseman saw _________________.

   a. him
   b. the Union regiment
   c. another horse
   d. the end of the war

5. The story takes place in ________________.

   a. Florida
   b. Washington, D.C.
   c. Virginia
   d. Wyoming

6. The story takes place during the ________________.

   a. Revolutionary War
   b. Civil War
   c. World War II
   d. Korean War

7. The meaning of the word repose is ________________.

   a. hurry
   b. repeat
   c. rest, sleep
   d. consider

8. The main idea of the story is _________________.

   a. war is great
   b. it is good to shoot a horse
   c. war is terrible
   d. Carter should never have gone to war

9. One can infer from the story that the author _____________.

   a. probably liked playing war games
   b. did not like war
   c. never rode a horse
   d. could not let his own son shoot him

10. In order to save the Union troops, Private Carter _________.

   a. shot his father's horse
   b. shot his father
   c. warned the Union troops of a coming attack
   d. surrendered to the Confederate troops

Washington Irving
(1783 - 1859)

Washington Irving was raised in New York City and was the youngest of eleven children. His father was a Presbyterian minister.

He began writing at age 19. His first full length book was Knickerbocker's History of N. Y. Even though it was very successful, Irving was not sure he wanted to be a writer. He lived in Washington, D.C. for awhile, where he edited a magazine and was an aide-de-camp in the War of 1812. Then, his brothers asked him to go to Liverpool, England, to help with a branch of the family hardware store. The store failed after a few years, and Irving returned to writing to support himself. He studied folklore in England and Germany and wrote stories such as "Rip Van Winkle" and "The Legend of Sleeping Hollow." He was very popular, but soon he neglected his work.

Irving moved to Spain where he worked hard on books such as Chronicle of the Conquest of Granada and The Alhambra. These helped to restore his popularity.

He returned to New York and was honored as an outstanding contributor to American literature. He never wrote as well as he had written earlier. He toured the West and wrote some books about the frontier.

Irving lived the rest of his life on an estate along the Hudson River. He died at the age of seventy-six.

This is an example of the short story in the early 19th century. It was published in a collection called "Tales of a Traveler" in 1824 and is the best short story in the collection. It deals with the universal theme of greed -- the idea of selling one's soul to the devil. The story is interesting and should hold the student's attention.

SUGGESTED TEACHER ACTIVITIES

1. Read the first part of the story to the students. Help them to understand the setting and the characterizations of Tom Walker and his wife.
2. Divide the class into groups. Have each group write out 10 events from the story in random order and put each on a notecard. Distribute the cards to other groups and have the students put the events in the correct chronological order.

3. Divide the class into groups. Have each group discuss moving this story to modern times with the setting in the United States. Discuss what might happen to the modern Tom when he sells his soul to the devil.

4. Have the students draw a picture of the devil.

5. Present the following vocabulary words and their definitions to enhance understanding of the story.

   termagant

   celibacy

   incantations

   usurer

   parsimony

TRUE/FALSE

DIRECTIONS: Mark the following statements "T" if they are true and "F" if they are false.

____ 1. The setting of the story is near Boston in 1727.

____ 2. Tom was greedy but his wife wasn't.

____ 3. Some of the neighbors tried to help Tom out when his wife argued with him.

____ 4. Tom found a skull in the soil.

____ 5. "Old Scratch" was another name for Tom.

____ 6. Tom's wife found the treasure Kidd had left.

____ 7. The devil put a mark on Tom's head which could not be removed.

____ 8. Tom's wife struck a bargain with the devil.

____ 9. Tom's wife gave the devil a hard time.

____ 10. Tom refused to become a slave driver for the devil.

____ 11. Tom became very wealthy by lending out money and charging interest.

____ 12. If someone had difficulty paying Tom back, he would not make them pay back the money.

____ 13. After Tom became rich, he enjoyed having a richly furnished house.

____ 14. Tom left a lot of money when he died.

____ 15. The great house that Tom built still stands today.

COMPOSITION

DIRECTIONS: Choose one of the following topics. Write the composition on a separate sheet of notebook paper.

1. Write a report on the life and works of Washington Irving.

2. The author uses several techniques to make this story seem real. List some of the evidences of the occult or supernatural that the author includes.

3. Write a story telling what happened to Tom's wife.

4. Compare and contrast "The Devil and Daniel Webster" with "The Devil and Tom Walker."

SEQUENCING EVENTS

DIRECTIONS: Number these events in the order in which they happened in the story.

____ Tom and his wife were always arguing.

____ Tom became a church-goer and always had a Bible with him.

____ Tom made a deal with the devil.

____ Tom's wife disappeared.

____ Tom became very wealthy loaning out money.

____ Absalom Crowninshield died.

____ The devil came for Tom Walker.

MULTIPLE CHOICE

DIRECTIONS: Circle the answers which correctly complete each of the sentences.

1. Tom's wife ______________.

   a. was a sweet, quiet young girl
   b. was a mean arguing woman
   c. always let Tom have his way

2. Scratch _______________.

   a. was another name for the devil
   b. was another name for Tom
   c. was where Kidd's treasure was buried

3. Tom _________________.

   a. tried to get out of his deal with the devil
   b. was glad he had made it
   c. never wanted to be rich

4. Tom found ______________.

   a. Kidd's treasure
   b. his wife
   c. a skull with a tomahawk in it

5. Tom _______________.

   a. lowered the interest if people could not pay
   b. loaned money to everyone
   c. passed his business on to his son

6. This story takes place in ______________.

   a. 1984
   b. 1948
   c. 1727

7. As Tom grew older, he began to worry about his life after death, so he ____________________.

   a. got out of the deal with the devil
   b. gave the devil half his proceeds
   c. started going to church

8. Tom's last words before he died were: ____________________.

   a. "I must take care of myself in these hard times."
   b. "The devil take me if I have made a farling!"
   c. "My family will be ruined and brought upon the parish."

9. The moral of the story is _______________.

   a. you get ahead when you deal with the devil
   b. never make a deal with the devil
   c. it's good to make money lending money

10. One can infer ________________.

   a. the devil took Tom's wife
   b. Tom wished he had not dealt with the devil
   c. both a and b

Edgar Allan Poe
(1809 - 1849)

Poe's life is marked by many sad events. About a year after his birth in Boston, Massachusetts, Poe's father deserted him and his mother. Shortly thereafter, Poe's mother died of consumption (tuberculosis) in Virginia. He was raised by John and Frances Allan, a wealthy couple who provided him with a gentleman's education, but he was shunned by the community since his natural parents had been traveling actors. Following a bitter argument over Allan's refusal to pay off Poe's gambling debts, Poe left Virginia.

In 1835, he married his thirteen year old cousin and worked hard to try and support himself and his young wife. In 1845, he was recognized for his literary talents as a result of the poem, "The Raven," but continued to live a poor and meager life. When his wife died, he became terribly depressed but continued his writing.

In 1849, Poe became engaged to a childhood sweetheart. A few months later, he was found unconscious in an alley near a tavern in Baltimore, Maryland, and died soon thereafter.

"The Tell-Tale Heart" by Edgar Allan Poe is popular because of Poe's imaginative use of imagery. In this story, the old man's eye and hearbeat are examples of this technique.

SUGGESTED TEACHER ACTIVITIES

1. Explain that imagery appeals to one of the five senses (hearing, vision, smell, taste, and touch). Point out Poe's use of visual and auditory imagery throughout the story.

2. Present and discuss the following vocabulary words:

acute
secrecy
deed
vex
profound
mortal
stifled
hideous
instinct
anxiety
confidence
trifle
distinct
agony
insulted
cautiously
pitied
muffled
corpse
cleverly
mocking

3. Explain to the students that at times Poe presents the characters in a story through the things the characters say and do. The students will need to infer what a character is like. Explain that to "infer" is to use the facts you are given to guess something. It is not a wild guess but a guess based on information. Ask the students the following questions, then provide other examples.

   What character traits might one infer from the following:
   1. The king always joked about the crippled jester. (insensitive, callous)
   2. Each time the queen looked in a mirror she remarked on her own beauty. (conceited, vain)
   3. Grandmother frequently snapped at the neighborhood children. (short-tempered, irritable)

4. Discuss Poe's technique to create pictures with words. Explain that his descriptions of the settings are very important to his writing in that they tell the time and place in which the story happens and help create the mood. Give them the following examples for discussion.

   Which sentence do you feel is more interesting:

   1. His clothes were dirty.
      or
      His jeans were caked with mud.

   2. He had a huge, magnificent castle surrounded by a high wall.
      or
      He lived in a big castle.

5. The following is a list of comments, questions and vocabulary words which may be used during a group reading. They are listed sequentially, according to the story.

   Title
   What does tell-tale mean?

   Paragraph 1
   a. Why does the storyteller begin by stating that the reader may think he is mad?
   b. Does the storyteller tell you what disease he has?
   c. What do you think is wrong with him?

   Paragraph 2
   a. Note that the storyteller lets the reader know he will commit a crime.
   b. Vocabulary: insult

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Paragraph 3

a. How does the storyteller want the reader to view him?
b. Does he view himself as insane?
c. What crime did the storyteller commit?
d. Why did the storyteller visit the room each evening?
e. Why did he move so slowly?
f. Note that the reader is asked again about the storyteller's sanity.
g. Vocabulary: cautiously
h. How long did the storyteller visit the old man's room?
i. Why was the storyteller unable to commit his crime?
j. How did the storyteller treat the old man when he was awake?

Paragraph 4

a. Describe the visit on the eighth night.

Paragraph 6

a. What does the storyteller do when he thinks the old man has heard him?

Paragraph 7

a. Why does the storyteller think the old man groaned?
b. Vocabulary: pitied
c. How does the storyteller know what the old man was thinking?
d. Who is Death in this story?

Paragraph 8

a. What happens when the storyteller opens the lantern?

Paragraph 9

a. What affect does the man's eye have on the storyteller?

Paragraph 10

a. Note the reference to sanity.
b. What does the storyteller say he is able to hear? Is this realistic?

Paragraph 11

a. How does the storyteller kill the old man?
b. How did the storyteller know the old man was dead?

Paragraphs 12 & 13

a. Note reference to sanity.
b. Why does the storyteller think he should not be viewed as insane?
c. What did he do with the corpse (vocabulary)?
d. Vocabulary: cleverly

Paragraph 14
a. What happened after the storyteller hid the body?
b. Why had the policemen come?

Paragraph 15
a. Why is the storyteller so confident?
b. How did the storyteller account for the scream?
c. Where does he take the policemen?
d. Where does the storyteller place his chair?
e. Discuss how the storyteller's confidence gradually erodes.

Paragraph 17
a. What sound does the storyteller hear?
b. Note that the storyteller wants the police to leave.
c. What happens to the sound of the heart?
d. Do the police actually hear the heart?
e. Vocabulary: mocking

Paragraph 18
a. Vocabulary: villains
b. Discuss how and why the storyteller reveals that he has committed a crime.

6. Have students illustrate the story.

7. Read the story aloud to students emphasizing the expression (nervous, excited, frightened).

8. Ask volunteers to read excerpts from the story emphasizing the expression.

9. Provide a time line of major events in Poe's life. Have students select a time period, then, imagining themselves as Poe during that time, write diary entries expressing his thoughts, feelings, emotions, expectations, and experiences.

10. Discuss why Poe wrote "The Tell-Tale Heart" (to teach, to persuade, to entertain) and what he seems to say about life.

FILL IN THE BLANKS

DIRECTIONS: On the line next to each of the following images, write the sense it affects (smell, taste, touch, vision, or hearing).

Example: the loud music hearing

1. the aroma of french fries __________________
2. the blue waters of the beach __________________
3. the roar of a jet plane __________________
4. the hot sand at the beach __________________
5. the hot sauce __________________
6. the texture of a piece of material __________________
7. the smooth snake __________________
8. the delicious milk shake __________________
9. the cold metal __________________
10. the children shrieking in the school yard __________________
11. the beating heart __________________
12. the bloody body __________________
13. the dismembered body __________________
14. the bursting shell __________________
15. the velvet glove __________________

MULTIPLE CHOICE

DIRECTIONS: Circle the answer which correctly completes each of the following sentences.

1. The thing that annoyed the author was ______________.

   a. the evil eye
   b. the room he had
   c. the old man

2. Stifled means ______________.

   a. useless
   b. smothered
   c. annoy

3. The author thinks the reader might ______________.

   a. think he is crazy
   b. want to kill someone
   c. tell the police

4. The old man ______________.

   a. struggled for a long time
   b. shrieked only once
   c. tried to run out the door

5. The author ______________.

   a. did not like the old man
   b. loved the old man
   c. did not know the old man

6. The author looked in when the old man was sleeping ________.

   a. every night at midnight
   b. at bedtime
   c. once a week

7. The old man's eye ________________.

   a. had a dull, blue film over it
   b. came out
   c. turned green when the light hit it

8. The murderer hid the body _________________.

   a. under the bed
   b. in the back yard
   c. under the floorboard

9. The police came because __________________.

   a. they heard the old man struggle
   b. a neighbor called
   c. they were in the neighborhood and wanted some coffee

10. The police solved the murder by _______________.

   a. the killer's confession
   b. great detective work
   c. the report of an eye-witness

COMPOSITION

DIRECTIONS: Write a paragraph in which you use at least ten different images to describe one of the following:

1. your room at home
2. your classroom
3. a day at the beach
4. a day at the car races
5. a picnic
6. your pet
7. your best friend
8. a day at an amusement park
9. a day at Disney World

COMPOSITION

Below are phrases which use images to appeal to the five senses. On a separate sheet of paper, write a paragraph entitled "My Kitchen" for each of the five senses. You may incorporate the suggested phrases or add some of your own.

1. Hearing - Cupboard doors opening and closing; the dishwasher splashing; a radio and television blaring; the phone ringing; a refrigerator door slamming; the click of the oven being turned on; the whirr of the blender or food-processor; a baby's hungry cry; the scraping of chair legs across the floor; the dull roar of a microwave oven; the lull as the timer stops; a can dropping on the floor; the popping up of the toast.

2. Vision - Tall soda bottles; gleaming silverware; shiny pots and pans; red meat; brightly colored towels; glistening appliances; green plants in window above sink; bright fluorescent light; pattern of tile or linoleum floor; happy faces; modern phone on wall; brown cabinets; style of dishes and glasses.

3. Smell - Cookies baking in oven; fresh homemade cake on counter; pungent aroma of shrimp cooking on stove; cleaning detergent; odor of spoiled food; bacon frying; onions.

4. Touch - Soft bananas; cold appliances; warm oven; hot oven; hot range; fluffy towels; scratchy scouring pads; greasy frying pan; slick butter in dish.

5. Taste - Bitter onions; sweet marshmallow candy; sweet cantaloupe; hot sauce; bitter coffee; salty potato chips; delicious watermelon; spicy spaghetti.

UNIT 7: LITERATURE — Short Story | Learning Activity — "The Tell-Tale Heart"

DISCUSSION QUESTIONS

DIRECTIONS: Answer the following questions in complete sentences. After finishing the activity, discuss the answers with the entire class.

1. What is the first idea you have that the narrator is crazy?

   ____

   ____

2. Why does he want to kill the old man? ____________________

   ____

3. How long did the narrator observe the old man sleeping at night? ____________________

   ____

4. Why didn't he kill the man earlier? ____________________

   ____

5. Why does the narrator believe that the reader will not think he is crazy when he tells how he hid the body? ____________________

   ____

6. How did he hide the body? ____________________

   ____

7. Where did the narrator tell the police that the old man was?

   ____

8. Where did the narrator place his chair and sit while talking to the police? ____________________

   ____

9. What noise did the narrator say he heard while talking to the policeman? ____________________

   ____

10. Give examples of imagery used in the story. ____________________

    ____

INTRODUCTION

The section on poetry should be taught in the order that it is presented. The required performance standards for poetry are developed sequentially. As in the short story section, a representative selection of poems, found in most textbooks, were chosen.

The lesson format for this poetry unit is based upon *"Using Advanced Organizers" as described by Dr. Keith Lenz of Florida Atlantic University. This research-based format can be successfully used in secondary classrooms and appears to be effective with LD adolescents. The suggested ten-step format has been used to provide the structure of each poetry lesson. A detailed illustration of a sample lesson plan utilizing this format is provided (p. 267). Subsequent lessons refer only to the step number rather than repeat the detailed instructions for each step.

*"Using Advanced Organizers" by Dr. Keith Lenz. The Pointer Vol. 27, No. 2. Winter 1983.

SUGGESTED TEACHER ACTIVITIES

1. In teaching poetry, it is important to discuss the setting, characters, etc. Look through the sections on Drama, Short Stories, and Novels for teaching suggestions for these important areas.

2. As an introduction to this unit, present the following question for class discussion: What is poetry? Explain that poetry is a total experience which includes content, rhythm, memory, imagination and rhyme.

3. Provide a brief historical sketch of the period for each writer in this section, then place the name and picture of each writer in the proper historical position on a visual time line. As most literature is representative of its era, this information will increase the students' understanding and appreciation of the selections studied.

4. Have students complete the Daily Response to Poems form (p. 271) at the completion of each selection. This may be done individually or in small groups and should be included in their literature notebooks.

5. Discuss the vocabulary words as they are used in the class poems. Write all accepted definitions on the chalkboard and have the class copy these for their notebooks.

6. As a homework assignment, have the students copy the lyrics to a favorite song. The class can then discuss it as a form of poetry.

7. Another homework assignment might be to have the students find a picture in a magazine to illustrate any of the poems read that day.

8. Have students write a paragraph on the topic: A Song is Poetry. (Use any current song to prove your point.)

9. Have students choose any of the following poems to read as though spoken by the town gossip:

   "Hope" Emily Dickinson
   "I Know" Lisa Mezzetti
   "Homeward" Robert Francis
   "Two Together" Walt Whitman
   "The Panther" Ogden Nash
   "The Rebel" Mari E. Evans
   "The Rebel" Unknown
   "Love Song" Samuel Hoffenstein
   "Loneliness" Taigi

10. Give students a selected list of poems for oral reading. Allow time for analysis and rehearsal. Have students read selections aloud before the class, keeping in mind the author's intent, making clear the theme and mood. (Typewriters and tape recorders may reinforce memory and a selection that matches the student's preference in music may increase willingness to recite.)

11. Have students critique one another's recitations, using the five points listed below:

    a. Reader communicated both surface and sub-meanings.
    b. Reader justified form.
    c. Voice flexible, versatile.
    d. Voice audible.
    e. Created mood intended by author.

SAMPLE LESSON
Using Advanced Organizers

Student will recognize poetry as a genre of literature.

Step 1: Inform student of organizers a. Announce advance organizer. b. State benefits of advance organizer. c. Suggest students take notes on the advance organizers.	I am going to read a form of literature. Please listen to the samples and then we'll discuss what we have heard.
Step 2: Identify topics or tasks a. Identify major topics or activities. b. Identify subtopics or component activities.	Remember, as you listen to me read, note how I read, what I read, and what form it could be.
Step 3: Provide an organizational framework a. Present an outline list, or narrative of the lesson's content.	I will read a title and then the selection.
Step 4: Clarify action to be taken a. State teacher's actions. b. State student's actions.	Now that I've read the selections, we will discuss them. Keep in mind how I read and what I read.
Step 5: Provide background information a. Relate topic to course or previous lesson. b. Relate topic to new information.	How are these selections like others you have heard? (Similar subjects, uses words to describe, sounds like songs, or any likely responses.) How are they different from a novel or short story? Are they paragraphs?
Step 6: State the concept to be learned a. State specific concepts/ ideas from the lesson. b. State general concepts/ ideas broader than the lesson content.	The topic we have been discussing today illustrates the idea that poetry is a genre or kind of literature. In today's lesson the selections I read show this.

Step 7: Clarify the concepts to be learned a. Clarify by examples. b. Clarify by nonexamples. c. Caution students of possible misunderstandings.	An example of a poem is "The Road Not Taken" by Robert Frost. Moby Dick by Herman Melville is not a poem, it is a novel. Don't confuse a poem with a paragraph. Often poems have rhyme and make a clear image.
Step 8: Motivate students to learn a. Point out relevance to students. b. Be specific, short-terms, personalized and believable.	You will use this term often when speaking about literature. This may be surprising but many of your most popular songs are poems.
Step 9: Introduce vocabulary a. Identify new terms and define. b. Repeat difficult terms and define.	I want you to copy and define words. This will make your individual re-reading of the poems clearer.
Step 10: State the general outcome desired	At the end of this lesson I want you to recognize a poem as a form of literature.

Poetry is an emotional experience. It is too varied and complex to limit to one definition. Ideas about poetry change from age to age. Poetry creates a picture.

Some of the following statements point this out.

> "Poetry is the art of uniting pleasure with beauty by calling imagination to the help of reason."
>
> Samuel Johnson, Life of Milton, 1781

> "Poetry is the language of the imagination and the passions..."
>
> William Hazlitt, "On Poetry in General," 1818

> "[Poetry is] nothing less than the most perfect speech of man, that in which he comes nearest to being able to utter the truth."
>
> Matthew Arnold "Wordsworth" in Essays in Criticism, Second Series, 1888

Thus, in spite of the various meanings, poetry appeals first to the emotions and imagination.

Of course, no poet ever wrote a poem to be studied and to be torn apart. Poems are written to excite us with a total effect. In high school, we learn about forms and kinds of language.

Here are a few general suggestions for reading poetry. The following will be helpful and aid in their enjoyment of experiencing poetry.

1. Read poetry aloud. Poetry is built on rhythm. A good poet uses rhythm appropriate to the emotion he/she is expressing.

2. Do not be disturbed if the lines in a poem do not rhyme. While rhythm is necessary to be a poem, rhyme is not.

3. Do not be disturbed if you do not understand every word in a poem the first time you read it.

   Ask yourself what the poet is saying to you. Just as every student is different, so is each student's reaction to a poem. The important thing is to sense the poet's mood, to enter into his emotions, and to feel the power of his words. Lastly, study the title, reread the poem, look up the difficult words and read the poem aloud.

4. Poetry, more than other forms of writing, is enjoyed because of its colorful use of language. Look for figures of speech and word pictures in the poems you read.

5. Do not be too upset if you do not like all or even the same poems that your friends or teachers like. Read many poems to find the one you like.

6. Memorize some poems, or some favorite lines. This will increase interest and appreciation.

Daily Response to Poems

______________________ Title ______________________ Author

1. Theme (Main Idea) ______________________

2. Figures of speech ______________________

3. Feelings in response ______________________

4. Favorite lines ______________________

SAMPLE LESSON
Tone

(See Sample Lesson, Using Advanced Organizers, pp. 267-8, for detailed description of Steps 1-10.)

Objective: Student will examine literary devices which establish tone.

Steps 1-2: Today we are going to discuss some poems. Before we begin, we must go over some terms. I suggest you take notes.

Step 3: Let us examine some of the ways an author establishes mood. Mood is a feeling. To suggest a feeling, we can look at the tone or manner in which something is written. The mood can be the following:

somber - sad or serious
morose - gloomy
happy - having a feeling of joy
thoughtful - full of thought
defiant - openly and boldly standing up to
ironic - directly opposite to what you expect
bitter - causing sorrow or pain
resentful - full of bitterness or hurt
entertaining - interesting and amusing

Using these moods, tone is created by how the author uses words, images and symbols.

We will see how an author uses words or details to create poems.

Step 4: I will discuss the importance of tone and demonstrate some uses. Upon finishing this, I will give you directions on how to write a paragraph in which you will describe tone.

Step 5: Remember tone is created by careful selection of words, images, and symbols. Tone sets the feeling of a poem.

(Teacher raises his/her voice then asks [Student's name], what are you doing?)

(Then ask for tone of voice. Answer = anger.)

We will practice some verbal tones. (Use the words listed in Step 3 of this lesson.)

Steps 6-7: Verbal tones are known to most of us. Written tones become clearer as we read aloud and pay attention to how we say the words of a poem. (Hand out Study Sheets, pp. 275-7.)

For example, listen to this poem, "Joy Sonnet in a Random Universe" by Helen Chasin. (Read poem aloud to the class.) How does this poem express joy as a mood? (Answer: it uses words like happy and joy; it is song-like and has a catchy tune.) Have students practice reading the poem in a happy voice.

This next poem, "Counting on Flowers," by John Ciardi, calls for being thoughtful but not really sad. (Read poem aloud to the class.) By reversing or turning around the word order, we are asked to think. For example, "Once Around a Daisy Counting" is really once counting around a daisy. The last three lines say the message. What is left after you remove all the petals? You no longer have a flower.

When a metaphor, a simile, or a personification is used, words take picture form. In the following poem, "Glow Child," by Constance E. Berkley, listen for these word pictures. (Read poem aloud to the class.)

"child...shimmer like a heavy sun" is a simile
"laughter...sending sunrays" is a metaphor

These pictures sing a song of beauty of a small, black child. The mood is thoughtful and happy.

For a sad and thoughtful poem, let's examine "One Day in August," by William Stafford. (Read poem aloud to the class.) Word placement and the subject, the death of a dog, creates the sad and thoughtful feeling.

Step 8: Notice what we have done when we examined the poem. We looked at the word pictures or figurative language. We also thought about the main idea. Lastly, we looked at how words were arranged on the lines. These things help us to understand mood.

Step 9: In summary, mood is set by tone. Tone is made through careful use of words, images, and symbols.

Step 10: You know a few ways to find the mood of a poem. Examine a few poems and decide on a mood. You will write a paragraph that discusses mood and how the author's words made you feel this.

Assignment: Write a paragraph that discusses mood on one of the following three poems:

1. "To A Golden-Haired Girl In A Louisiana Town," by Vachel Lindsay
2. "Who Are You, Little i," by E. E. Cummings
3. "Birdsong," by An Anonymous Child in Terezin Concentration Camp, 1941

Joy Sonnet in a Random Universe

Sometimes I'm happy: la la la la la la la
la la la la la la la la la la la la la la la la
la la la la. Tum tum ti tum. La la la la la la
la la la la la la la la la la la la la la la la la.
Hey nonny nonny. La la la la la la la la la
la la la la la la la la la la la vo do di o do.
Poo poo pi doo. La la la la la la la la la la
la la la la la la la la la la la la la la la la la
la la. Whack a doo. La la la la la la la. Shboom,
sh-boom. La la la la la la la la la la
la la la la la la la la la la la la la la la la la
la la Dum di dum. La la la la la la la la la
la la la la la la la la la. tra la la. Tra la la
la la la la la la la la la la. Yeah yeah yeah.

Helen Chasin

One Day in August

There in the suddenly
  still
      wide street lay
Spot

No dog so alone
   should
      ever have to mean
That --

Suddenly forever
   Still.

William Stafford

GLOW CHILD

Black child...so small
   Tiny segment of wondrous color
Who would ever think
   That you
Who are so unsung in song
   Could all at once shimmer
      Like a heavy sun
Turning night-time to day
   In one small face
When laughter peels from your throat
   Pulling back the full lips
Sending sunrays through the field of your face
   And a white gleam of your teeth
Highlights the dark contours of your cheeks...

Constance E. Berkley

Counting on Flowers

Once around a daisy counting
she loves me/she loves me not
and you're left with a golden
button without a petal left to
it. Don't count too much on
what you count on remaining
entirely a flower at the end.

John Ciardi

Who Are You, Little i

who are you, little i

(five or six years old)
peering from some high

window; at the gold

of november sunset

and feeling: that if day
has to become night

this is a beautiful way)

E. E. Cummings

Birdsong

He doesn't know the world at all

Who stays in his nest and doesn't go out.
He doesn't know what birds know best
Nor what I want to sing about,
That the world is full of loveliness.

When dewdrops sparkle in the grass
And earth's aflood with morning light,
A blackbird sings upon a bush
To greet the dawning after night.
Then I Know how fine it is to live.

Hey, try to open up your heart
To beauty; go to the woods someday
And weave a wreath of memory there.
Then if the tears obscure your way
You'll know how wonderful it is

To be alive.

An Anonymous Child
in Terezin Concentration
Camp, 1941

To A Golden-Haired Girl In A Louisiana Town

You are a sunrise,
If a star should rise instead of the sun,
You are a moonrise,
If a star should come in the place of the moon.
You are the Spring,
If a face should bloom instead of an apple-bough.
You are my love,
if your heart is as kind
As your young eyes now.

Vachel Lindsay

SAMPLE LESSON
Literary Analysis

(See Sample Lesson, Using Advanced Organizers, pp. 267-268, for detailed description of Steps 1-10.)

Objective: Student will examine literary devices and write a composition of literary analysis.

Steps 1-2: Today students, we will be reading a poem, examining any literary devices used, and write a composition. The poem will be "Young", by Ann Sexton.

Steps 3-4: First, we must review the major literary devices. Afterwards, we will read and examine the poem. Finally, you will write a composition. Remember to take notes.

Steps 5-6: First, let us examine the Study Sheet on figurative language (p. 280 .) (Read and discuss.) Now, given the information on the Study Sheet, complete the Learning Activity. (This may be done orally, individually, or in small groups.) (See p. 418 for Answer Key.)

Steps 7-8: It is important to find uses for these three forms of figurative language. In Anne Sexton's "Young", let us underline or highlight our findings. (Study Sheet, p. 281.)

Step 9: First note the following:

a. Line 8 is an example of personification. Stars aren't "wise" or can't "bed down", but in the poem the "stars" are given characteristics of people with the use of these words.
b. Lines 9, 10, 11, and 12 are examples of a metaphor. Windows are the same as a funnel of heat and eyes.
c. Lines 13 and 14 give an example of a simile. The boards of the house are as smooth as wax (a comparison using as).

Now we will discuss other words or lines. (Line 1) "doors" are things we open and close. Many doors which were closed are now open. The character of the poem, a young girl, remembers a night from her youth and enjoys the memory. (Line 22) "painted lights" creates a picture of the color in light. (Lines 18,19) we know the girl is still a child "with her new (young) body...not woman's yet".

Step 10: Now that we have gone over the language of this poem, use the information. You will write a composition using the information from this lesson. Be sure to copy the directions. (Put the following on the board or on an overhead.) Use the following format:

Title

1. First paragraph - Introduce the poem and what you will write about.
2. Second paragraph - Discuss personification and its use in the poem.
3. Third paragraph - Discuss the metaphors and how they are used.
4. Fourth paragraph - Discuss the simile and its meaning.
5. Fifth paragraph - Summarize the poem in your own words (note the main idea in the title).
6. Sixth paragraph - State your opinion of the poem and discuss what it meant to you.

FOLLOW-UP ACTIVITIES

Have students share their compositions in a group setting, then answer the following questions:

1. Did I tell the reader what I stated I was going to tell him?
2. Are the paragraphs purposeful?
3. Are the paragraphs adequately developed?
4. Are the paragraphs sufficiently varied?
5. Are the paragraphs unified?
6. Are the paragraphs coherent?
7. Is each of the paragraphs needed?

FIGURATIVE LANGUAGE

Simile (sim-i-le) a figure of speech that is often introduced by like or as comparing two unlike things.

Examples:

Sue's temper was as fiery as a volcano.

The child clung to his mom like a cobweb.

Cindy's eyes shine like headlights.

Metaphor (met-a-phor) an implied or suggested comparison between two dissimilar or different objects.

Examples:

The old house has a blanket of ivy growing up its wall.

When Beth won the prize, she was in heaven with joy.

Before sunset, the frogs along the canal bank began to pluck their bass strings.

Personification (per-son-i-fi-ca-tion) a figure of speech in which a thing or idea is represented as a person.

Examples:

A huge branch of oak broke off, leaving a gap where rotten wood yawned.

Lazy clouds of smoke rose from the chimneys of the sleepy village.

A long line of cars complained about the delay at the bridge.

Young

1. A thousand doors ago
2. when I was a lonely kid
3. in a big house with four
4. garages and it was summer
5. as long as I could remember,
6. I lay on the lawn at night
7. clover wrinkling under me,
personification 8. the wise stars bedding over me,
9. my mother's window a funnel
metaphor 10. of yellow heat running out,
11. my father's window half-shut
metaphor 12. an eye where sleepers pass,
13. and the boards of the house
simile 14. were smoothe and white as wax
15. and probably a million leaves
16. sailed on their strange stalks
17. as the crickets ticked together
18. and I, in my brand new body,
19. which was not woman's yet,
20. told the stars my questions
21. and thought God could really see
22. the heat and the painted light
23. elbows, knees, dreams, goodnight

Anne Sexton

Simile [Note: compare using like or as]

Using the phrases below in the answer box, complete the sentence so it makes sense.

1. A slice of turkey as thin as ____________________ was placed on each plate.

2. I'm sure that my suggestion on fixing the car was as useless as ____________________.

3. Aunt Mary, a TV addict, is as stay-at-home as ______________.

4. Our weekend guests proved to be as inconsiderate as ____________________.

5. Joe made the finish of his Ford shine like ________________.

Answer Box

a. a mirror	d. the weather
b. a turtle	e. a bookmark
c. a damp match	

Metaphor [compares without using like or as]

Using the phrases below in the answer box, complete the sentence so it makes sense.

1. The smokestacks spread _________________ of dark smoke over the city.

2. The ranger watched as the sunset _____________ the evening sky.

3. Snow hung on ______________________ of the winter trees.

4. John twisted in his seat and turned into ___________________ facing the T.V. set.

5. The teacher's heart was _________________ against the cries of lazy students.

Answer Box

a. a blanket	d. a pretzel
b. the black bones	e. waterproofed
c. painted	

Personification [idea, animal, or object = a person]

Using the phrases below in the answer box, complete the sentence so it makes sense.

1. Five daisies __________________ on the rim of the jelly glass.
2. As the earth shook, our house _______________________.
3. The apples _________________ in the trees in time with the birds' singing.
4. Old desks fell apart _____________________.
5. ___________________ of fire.
6. ___________________ the old trees one after another.

Answer Box

a. danced
b. red tongues
c. chinned themselves
d. tired from overwork
e. licked
f. groaned in pain

A. DIRECTIONS: Look at the words in Column A. See if you can figure out their meanings from the words in Column B. Match each word in Column A to its meaning in Column B. Use the space to the left of each number to write in the letter you have chosen.

Column A	Column B
___ 1. actually	a. color
___ 2. funeral	b. burial
___ 3. loam	c. really
___ 4. hue	d. roosts
___ 5. perches	e. dirt

B. DIRECTIONS: Circle the letter of the correct answer for each of the following questions:

1. A figure of speech that is often introduced by like or as comparing two unlike things is:

   a. a personification
   b. a metaphor
   c. a simile

2. An implied or suggested comparison between two dissimilar or different objects is:

   a. a personification
   b. a metaphor
   c. a simile

3. A figure of speech in which a thing or idea is represented as a person is:

   a. a personification
   b. a metaphor
   c. a simile

4. When a mood is created by a careful selection of words, images, and symbols, it sets the feeling. It is called:

   a. theme
   b. plot
   c. tone

C. DIRECTIONS: Read the following poem:

"One Day in August"

There in the suddenly
still
wide street lay
Spot
No dog so alone
should
ever have to mean
That --
Suddenly forever
Still.

William Stafford

Answer the following questions in complete sentences:

1. The theme of this poem is ______________________________

____

____

2. The mood of the poem is ______________________________

____

3. The title of this poem means ______________________________

____

D. DIRECTIONS: On a separate sheet of paper, write a composition (at least two paragraphs) on what a poem means to you. Include a definition and examples or explanations of what poetry is. (Follow the suggested outline for your response:)

Title:
- I. Topic sentence - definition
  - A. detail
  - B. detail
  - C. detail
- II. Topic sentence - your feelings
  - A. detail
  - B. detail
  - C. detail

Robert Frost
(1874 - 1963)

Robert Lee Frost was born in California in 1874. He lived there until his father died when he was eleven. He moved to Massachusetts with his mother to live with his grandparents. Frost lived on his grandfather's New England farm until he finished high school. Frost tried to sell his poetry, but since he did not write poetry like the other poets of his time, no one would buy his work. He felt he was a failure as a poet.

Frost attended college but did not graduate. At the age of twenty, he married and later moved to New Hampshire to become a farmer and a teacher. While teaching school in New Hampshire, the State Superintendent of Schools visited Frost's classroom. He found the students listening open-mouthed to a young man who sat slumped in his chair. Frost spoke to the students as if they were a group of his friends. The superintendent felt he had found the best teacher in the state.

After an unsuccessful attempt at farming, Frost sold his farm and moved his family to England, where he wrote two books of poetry. When the books became popular in America, Frost returned to a New Hampshire farm and wrote about the beautiful New England country.

Frost is known as America's most loved poet. His poetry was about familiar things; things we can all like and understand. He has also been called a "nature poet," but he felt this was inaccurate. He wrote only two poems that did not have people in them. Perhaps it would be better to call him a "poet of human nature."

Suggested Poems: "The Road Not Taken"

"Stopping By Woods on a Snowy Evening"

Frost uses nature and other simple subjects to portray symbolic insights into life. In "The Road Not Taken," he uses the fork of a road to symbolize a point of decision. His poems are written in stanza patterns and traditional verse forms.

SUGGESTED TEACHING STRATEGIES

1. Read and thoroughly discuss each poem before assigning the learning activities.

2. Define the terms "symbolic" and "literal." Provide examples of how symbolism is used in the two poems.

3. Provide the students with other examples of symbolism and have them interpret the literal meanings.

4. Have students illustrate the poems.

"The Road Not Taken"

DISCUSSION QUESTIONS

DIRECTIONS: Answer the following questions in complete sentences. After finishing the activity, discuss the answers with the entire class.

1. Is the poet talking to you or is he reminiscing (remembering things)? Give reasons for your opinion. Defend your position.

2. What challenge for your life might you receive from this poem?

3. What does the poem teach you about looking back and being sorry for the things that have happened to you -- the result of choices you have made?

"The Road Not Taken"

MULTIPLE CHOICE

DIRECTIONS: Circle the answer which correctly completes each of the following sentences.

1. The roads are symbolic of ____________________.

    a. paths in a forest
    b. freeways
    c. choices to be made in life
    d. different ways to get to the same city

2. In looking at the two roads, the poet saw that _____________.

    a. one was cleaner than the other
    b. there was no difference in them
    c. one was a little lane
    d. one was less traveled

3. The author traveled one road and ________________.

    a. never thought of the other road again
    b. wondered what the other road would have been like
    c. felt it made no difference which road he took
    d. turned around and went down the other road

4. The author looked down both roads and _______________.

    a. wanted to travel both of them
    b. couldn't see very far down one of them
    c. expected to travel both some time in the future
    d. didn't consider which one he wanted to travel

5. The speaker in the poem is ________________.

    a. Robert Frost
    b. the person reading the poem
    c. someone Frost knew and told him the story
    d. nobody in particular

"The Road Not Taken"

SHORT ANSWER

1. List 5 major decisions that everyone must make that may change one's entire life.

    a. ______________________________

    b. ______________________________

    c. ______________________________

    d. ______________________________

    e. ______________________________

2. In one well-written sentence, give the main idea of the theme of the poem.

    ____

    ____

    ____

    ____

"The Road Not Taken"

COMPOSITION

DIRECTIONS: Write a paragraph about a choice you have made in the past. The following points should be included:

1. Discuss the choices that were open to you.
2. Discuss the choice you selected and why.
3. Discuss the choices that you did not select.
4. Discuss the outcome of the choice you made.

"Stopping By Woods on a Snowy Evening"

DISCUSSION QUESTIONS

DIRECTIONS: Answer the following statements in complete sentences. After finishing the activity, discuss the answers with the entire class.

1. Discuss the meanings of literal and symbolic.

2. Give simple examples of the literal meanings of words.

   Examples: sing, car, work, school, study

   Give simple examples of the symbolic meanings of words.

   Examples: drop dead, scared me to death, cry your heart out

3. Discuss the literal theme or meaning of the poem.

   Discuss the symbolic theme or meaning of the poem.

UNIT 7: LITERATURE — Learning Activity
Poetry — Robert Frost

"Stopping By Woods on a Snowy Evening"

MULTIPLE CHOICE

DIRECTIONS: Circle the answer which correcty completes each of the following sentences.

1. The word "sleep" means literally _________________.

   a. to go to bed for the night
   b. to rest one's mind
   c. to forget

2. The word "sleep" means symbolically _________________.

   a. to go home
   b. to rest
   c. to die

3. Which stanza lets you know there is a symbolic meaning to the poem?

   a. stanza 1
   b. stanza 2
   c. stanza 3
   d. stanza 4

4. Which of the following descriptive phrases (more than one) indicate the time of year?

   a. darkest evening
   b. downy flake
   c. frozen lake

5. The part of speech which does the describing in these phrases is a (an) _________________.

   a. noun
   b. pronoun
   c. adjective
   d. verb

"Stopping By Woods on a Snowy Evening"

6. The two characters in this little event are ______________.

    a. the poet and the owner
    b. the horse and the owner
    c. the horse and the poet

7. The speaker is enjoying _________________.

    a. the cold
    b. his horse
    c. the peace
    d. the woods

8. The symbolic theme or meaning of the poem is _____________.

    a. watching the snow fall
    b. the horse wants to go home
    c. the poet has many things to do before he dies
    d. the poet must do some things before he can go to bed

9. How do you know the speaker is alone?

    a. the owner lives in the village
    b. there isn't a farmhouse near
    c. the only sounds are those of the harness bells and the wind blowing and snow falling
    d. all of the above

10. How many stanzas are in the poem?

    a. 15
    b. 16
    c. 4
    d. 5

"Stopping By Woods on a Snowy Evening"

RHYME SCHEME

The rhyme scheme of a poem is the repetition of sound, usually at the ends of lines. Examples are cry-buy and house-mouse. Rhyme is not necessary in poetry, but it makes poetry musical, sets off each line from the others, and ties the poem together in groups of lines called stanzas.

The rhyme scheme is marked with letters -- a, b, c, etc. -- to show which lines rhyme. The letter "a" is placed by all of the lines which have the same rhyming sounds. The letter "b" would be placed by the new sound and then after all the other words with the same rhyming sound.

The rhyme scheme for "Stopping by Woods on a Snowy Evening" would look like this:

...know,	a
...though;	a
...here	b
...snow.	a
...queer	b
...near	b
...lake	c
...year.	b
...shake	c
...mistake.	c
...sweep	d
...flake.	c
...deep,	d
...keep,	d
...sleep,	d
...sleep.	d

The rhyme scheme for this poem is unusual. The new sound in each stanza is the main sound in the following stanza.

"Stopping By Woods on a Snowy Evening"

RHYME SCHEME

1. Show the rhyme scheme for this nursery rhyme:

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high
Like a diamond in the sky.

2. Write a four line poem using either an a a b b or an a b a b rhyme scheme.

____

____

____

____

Joyce Kilmer
(1886 - 1918)

Joyce Kilmer was a poet and a journalist for the New York Times. He was born in 1886 and killed in World War I in 1918. He was killed as he heroically attacked a German machine-gun nest.

Suggested Poem: "Trees"

Kilmer's most famous poem is the sentimental poem "Trees". It is not his best work, but his best known. The poem touched the hearts of many people and has become an American favorite. It beautifully illustrates the universal theme of nature in American literature.

SUGGESTED TEACHER ACTIVITIES

1. Discuss personification with the class. Use the following paragraph to help with your explanation:

   When an author gives an object, an animal, or an idea the ability to do the things a person can do, it is called personification. That is, he lets the things which can only be done by a person be done by other things such as dogs, cars, houses, and trees. T.V. commercials often use personification. Houses look sad and cry out for a new coat of paint; automobiles talk about tigers in their tanks; and dollar bills complain about being stretched. Children's books and cartoons always seem to have talking animals.

2. Instruct the students to list the five examples of personification in the poem, "Trees" (i.e., looks at God, lifts leafy arms to pray, wears a nest of robins in its hair, has a bosom, can be intimate). Class discussion follows.

3. Have the students show the rhyme scheme for "Trees".

see	a	wear	c	me	a
tree	a	hair	c	tree	a
day	b	lain	d		
pray	b	rain	d		

4. Present the following vocabulary words and their definitions to the students and have them use each word in a complete sentence.

   sentimental

   journalist

   heroically

   personification

   intimate

   atheist

   humorous

   contemporary

"Trees"

MULTIPLE CHOICE

DIRECTIONS: Circle the answer which correctly completes each of the following sentences.

1. The author ____________________.

    a. likes trees
    b. thinks trees are one of God's most wonderful creations
    c. none of the above
    d. both a and b

2. From the poem, you can conclude that Kilmer thinks ________.

    a. that God is greater than man
    b. that poets are fools
    c. that only fools can write poetry
    d. that man is as great as God

3. In the third stanza, the tree is wearing ________________.

    a. a nest
    b. robins
    c. hair

4. From the poem, the reader can tell the author's opinion about religion. The author ____________________.

    a. is an atheist
    b. is a Christian
    c. doesn't care one way or the other about God

5. Stanza 1 is an example of _________________.

    a. fact
    b. opinion
    c. neither

Ogden Nash
(1907 - 1971)

Nash, one of America's humorous writers, was born into a distinguished family in Rye, New York. He worked at several different jobs before settling down and becoming a writer. He is noted for his humorous verse and produced many books of poetry prior to his death.

Suggested Poems: "Song of the Open Road"

"The Sea-Gull"

Like many other poets, Nash also wrote a poem about trees. This poem, entitled "Song of the Open Road," does not have the sentimentality of Kilmer's "Trees," yet it clearly expresses a love for trees.

"The Sea-Gull" is an enjoyable quatrain (a poem of four lines) by Nash in which he uses personification and fractured language (e.g., ea-gull and she-gull).

"Song of the Open Road"

SHORT ANSWER

1. In one well-written sentence, tell the theme of "Song of the Open Road."

____

____

____

2. a) Which of the poets is a contemporary writer? (Kilmer or Nash)

   ____

   b) How can you tell? ______________________________

   ____

   ____

   ____

3. Does "Song of the Open Road" deal with the universal theme of nature? _____ yes _____ no

   Why? ____

   ____

   ____

   ____

4. The rhyme scheme in "Song of the Open Road" is the same as "Trees." ________ True ________ False

"Song of the Open Road"

DISCUSSION QUESTIONS

DIRECTIONS: Answer the following questions in complete sentences. After finishing the activity, discuss the answers with the entire class.

1. Discuss how "Song of the Open Road" deals with the universal theme of nature.

2. Compare and contrast the two nature poems by Kilmer and Nash. Which do you prefer? Why?

3. How does each poem get its theme across to you? Be specific.

4. What is the environmental problem discussed in "Song of the Open Road"? What is being done now to help solve this problem?

"The Sea-Gull"

SHORT ANSWER

1. List the three uses of personification.

   a) ______________________________

   b) ______________________________

   c) ______________________________

2. Write one sentence explaining the joke involved in the verse.

   ____

   ____

3. What is the rhyme scheme in the verse?

   ____

   ____

4. Do you prefer the personification in "Trees" or "The Sea-Gull"? In a few words tell why.

   ____

   ____

   ____

5. Who is the "she-gull"?

   ____

   ____

6. Write a short, humorous poem using any rhyme scheme you like.

   ____

   ____

   ____

   ____

Emily Dickinson
(1830 - 1886)

Emily Dickinson was born in 1830. Her father was a successful lawyer and a member of Congress. He was as stern and moralistic as were most people at that time. Emily was a stubborn young girl. She read books her father would not allow. Her brother would smuggle these books to her.

As a child, she was happy and active, but when she was in her 20's something happened. Her entire life changed. It is believed that she had an unhappy romance. She was close to a young lawyer, who worked for her father. He was too poor to marry her and died five years later. Whatever the reason, Emily started spending more time alone.

Emily never married and became a recluse in her father's house. She made her own world in her poetry. She wrote of the garden at her home, the Connecticut countryside, the books she read, her thoughts, and for a short time, about a few friends. She made the writing of her poetry her only aim in life.

Emily died at the age of 55 after two years as a semi-invalid. She spent these two years in a state of mental decline.

Seven of Emily's poems were published during her lifetime. Three volumes of her poems were published between 1890 and 1896. These volumes caused her to be known as an eccentric person. She did not become a famous poet until the 1900's or the twentieth century.

Suggested Poems: "I Never Saw a Moor"

"A Word"

One of the characteristics of Emily Dickinson's poetry is that it has strong rhythm. Rhythm is an important part of our everyday lives. Our hearts must beat regularly or we may become sick and possibly die. A car's engine and carburetor must run in perfect rhythm (called timing), or it will not operate properly and may stop running. A clock must tick regularly or it will not keep correct time. We talk in a pattern of rhythm. There is rhythm when a football player runs down the field. If he loses the rhythm of his stride, he will probably fall. If a person does not talk with rhythm, he is said to stutter or have speech hesitancies.

Poetry also has rhythm. Like the rhythm in speech, poetic rhythm comes from the accents in words. There is also a more structured meaning of rhythm in poetry. This kind of rhythm is called meter.

Meter in poetry means that the poet has arranged the words so that the accented (stressed) syllable falls in a set pattern or order. The most common pattern of rhythm in poetry is called iambic meter.

Meter is the beat of every syllable in every word in a line of poetry. The following nursery rhyme is marked in the iambic meter. The ∪ mark means an unaccented or unstressed syllable, and the / mark means the syllable is stressed or accented. (The first line in the nursery rhyme does not fit the unaccented, accented pattern (∪/) so it has not been marked.)

Mary Had a Little Lamb

∪ / ∪ / ∪ /
Its fleece was white as snow,

∪ /∪ / ∪ /∪ /
And everywhere that Mary went,

∪ / ∪ / ∪ /
The lamb was sure to go.

The sound of the ∪/ beat is te dum, te dum, te dum. You can hear the hardest sound falling on the second beat or syllable in each group.

SUGGESTED TEACHING STRATEGIES

1. Have the class say aloud "te dum, te dum, te dum", accenting the second beat.
2. Have the students clap their hands or pat the tops of their desks in the unaccented, accented beat.
3. Have the class recite "Mary Had a Little Lamb" lines 2-4 in strict iambic time.

4. Present the following vocabulary words and their definitions to the class.

   stern

   moralistic

   recluse

   decline

   volumes

   eccentric

   rhythm

   meter

5. Provide pictures to help the students visualize a moor and heather.

6. Ask students to list those things in their lives which they commit to faith.

"I Never Saw A Moor"

MULTIPLE CHOICE

DIRECTIONS: Circle the answer which correctly completes each of the following sentences.

1. Why do you think Emily Dickinson never saw a moor or a sea?

    a. she lived too far away
    b. she was a recluse
    c. she got seasick

2. What have a moor and heather to do with each other?

    a. nothing
    b. moors grow on heather
    c. heather grows on moors

3. In line 8 the word "chart" means ____________.

    a. to draw
    b. a graph
    c. a map

4. From the poem you can conclude that Emily Dickinson believed in ________________.

    a. faith
    b. moors
    c. visiting

5. The universal theme emphasized in this poem is ____________.

    a. hate
    b. greed
    c. death
    d. faith

"I Never Saw A Moor"

SHORT ANSWER

1. Mark the iambic meter in Emily Dickinson's "I Never Saw a Moor." Remember that every syllable in each word has a beat. Observe also that there is one line in each stanza which has more groups of ∪/ than the other lines.

2. Show the rhyme scheme in "I Never Saw a Moor." Observe that it is different from the poems you have read before.

3. In one sentence, give the main idea of "I Never Saw a Moor."

4. Rewrite the poem in your own words (two or three sentences).

5. Write a two line poem in the iambic meter.

6. Name a poem from the text in the iambic meter.

"A Word"

COMPOSITION

1. Rewrite the poem in your own words using no more than two or three sentences. ______________________________

2. In your own words explain why a word begins to live when it is spoken. ______________________________

3. In a complete sentence, tell the main idea of the poem, "A Word." ______________________________

4. In three to six sentences tell an experience you have had with words spoken to you. Describe your reactions, feelings, and the lasting effects of the words. ______________________________

"A Word"

SHORT ANSWER

1. Mark the meter of "A Word."

2. Show the rhyme scheme for a "A Word."

3. Give two examples of personification in "A Word."

a. ______________________________

____

b. ______________________________

____

James Weldon Johnson
(1871 - 1938)

James Weldon Johnson is one of America's most loved and most talented Negro poets. In addition to writing, he was outstanding in many areas. He was a school teacher in his home town of Jacksonville, Florida. He was a lawyer, and a writer of songs and light opera. Later he was an American counsul to Venezuela and Nicaragua.

In his later years, he turned again to his love of writing. His feeling for rhythm and his expressive use of words, which he had used earlier to write songs, he now used for writing poetry. His most outstanding work is God's Trombones; Seven Negro Sermons in Verse.

Johnson always loved and was fascinated by the Negro preachers of his day. They made the God of the Bible come alive by giving Him characteristics of the people themselves. They pictured God as a gentle, loving father. He cared for His children and worried over them. Biblical stories were placed in local settings of the old South, with which the Negro people could identify easily.

Johnson, in God's Trombones; Seven Negro Sermons in Verse, recreated seven such Negro sermons. His outstanding talent for rhythm and expressive words gave these poems a wealth of meaning and beauty. The best known of these works is "The Creation," the story of God creating the universe, the earth, and man.

Suggested Poem: "The Creation"

There are two very important things which make "The Creation" the beautiful poem it is. These are the two special talents which distinguish Johnson as a poet: (1) his feeling for rhythm and (2) his use of expressive words.

Previously, you learned that rhythm in a poem is called meter. In "The Creation", you will see a different kind of rhythm. This new kind is called free verse. Regular meter must have a structured form (◡/◡/) which changes very little during the poem. Free verse, on the other hand, has no set or structured form, yet it does have rhythm. Free means it is not bound to a specific metrical form; it can flow more freely like the natural language. The rhythm in free verse is found in each complete line of poetry, not in metric sets within a line. Each entire line is read as a rhythmic unit. Each thought unit, or meaning, is contained in a single line.

In "The Creation", the free verse rhythm allows Johnson to make his poem very individualized in communicating his meaning to the reader. This poem should be read aloud so you can hear the movement and the high points created by the rhythm.

"The Creation" is an outstanding example of the use of expressive words. Most people think of adjectives when they think of descriptions, but some of the most descriptive words are verbs. Verbs, showing action, can create the most dynamic descriptions. A well-chosen verb can create just the right emotion. For example, instead of saying that God's footsteps made holes in the ground and made or pushed the mountains, Johnson said "His footsteps hollowed the valleys out and bulged the mountains up." Instead of saying the lightnings and thunders sounded, he said, "The lightnings flashed...and the thunders rolled." He said, "The lakes cuddled down," and "the rainbow...curled itself."

Johnson, a Negro writing on an ethnic subject, did not use much dialect in his poem. He only used one dialectical word, "mammy". The word "mammy" is used to give God the loving character of a Negro mother. Likely, one of the greatest symbols of total giving, total undemanding love in our nations is the Negro mammy. This is an outstanding example of Johnson's ability to use expressive words to convey his meaning. Not only does he use a word which already has a strong connotation beyond its exact meaning (denotation), but the word is a shift from standard English to dialect. This technique gives more expression, more feeling, more emotional reaction than if dialect had been used throughout the poem. The technique strongly portrays the immense, tender, undemanding love of God for his people.

"The Creation"

COMPOSITION

1. Discuss how Johnson used the old Negro preacher's habit of making God like man in the poem. Include specific examples.

2. Discuss the setting. Why did Johnson place Bible stories in old southern settings?

3. Give two examples which show the reader that the stories take place in the old South.

4. "God made man in His own image, but man also makes God in his own image." Discuss this quote with your teacher. List four examples of man making God in his own image used by Johnson in "The Creation."

5. Write a paragraph comparing and contrasting the two kinds of poetic rhythm you have studied (iambic meter and free verse).

"The Creation"

MULTIPLE CHOICE

DIRECTIONS: Circle the answer which correctly completes each of the following sentences.

1. "The Creation" is the story of God ______________________.

   a. creating the earth
   b. creating the universe
   c. creating man
   d. a and c only
   e. a, b, and c

2. You can deduce from this poem that ______________________.

   a. Johnson was a preacher
   b. God liked his creations
   c. God created the universe for man

3. In which order did God make his creations?

   a. earth, universe, man
   b. man, universe, earth
   c. universe, man, earth
   d. universe, earth, man

4. On which of the creations does the poem dwell the longest?

   a. man
   b. earth
   c. universe

Edgar Allan Poe
(1809 - 1849)

Edgar Allan Poe lived a short, unhappy life. He died at age 40. He was both an outstanding short story writer and a poet. He was also an editor and journalist. He was poor and struggled to support his wife.

Poe married his cousin in 1835 when she was thirteen and he was twenty-six. In 1842, his wife became ill with tuberculosis (TB). She died in 1847. They were living in New York and were poverty stricken.

The sadness from his undisciplined life, his poverty, and the death of his wife colored all of Poe's works. His depression was intensified by his use of alcohol and drugs. This depression also colored his works which seemed to always look at the dark side of human nature. Death was also a common theme in Poe's works.

Some of his more outstanding works are "The Raven," written about death, and "Annabel Lee," written about the death of his wife, Virginia. Outstanding among his short stories are "The Pit and the Pendulum," and "The Tell Tale Heart," both of which deal with death and horror.

Suggested Poem: "Eldorado"

Poe stressed the use of rhythm to help with the meaning of his poem, "Eldorado." The first stanza uses two different kinds of meter to make the words "clip" along as though a young man were really riding a horse. Stanzas two and three use mostly straight iambic (∪/) which slows the rhythm down to help picture an old man still struggling along. Then, in stanza four, Poe goes back to the off-beat rhythm used in stanza one to again show speed of movement. Here the old man is rapidly approaching Eldorado as he dies.

SUGGESTED TEACHING STRATEGIES

1. Present the following vocabulary words and their definitions to enhance understanding of the poem, "Eldorado."

symbol
Eldorado
abusive

denotation
connotation

2. Discuss the poem's implication about the quest for the ideal.

3. Discuss line 21, "Down the Valley of the Shadow."

4. Discuss "poetic license" and how Poe makes use of this in the poem. This literary term means that the author has the right to change things from the usual in order to make them fit into his work. The example here is the word Eldorado. (Point out to students that Eldorado must be pronounced with a short ă (El dō răd o) for the rhythm, rhyme and rhyme scheme to move smoothly. Generally, the word is pronounced with the /ah/ sound (El do räd o).

"Eldorado"

DISCUSSION QUESTIONS

DIRECTIONS: After answering the following discussion questions on your own, discuss the answers with the entire class.

1. Discuss the meaning (denotation and connotation) of the word "Eldorado."

2. Complete the rhyme scheme of Eldorado."

...bedight	a
...knight	a
...shadow	b

3. Do you think the Knight is a particular type of person or does he represent all of mankind? Explain your opinion.

"Eldorado"

MULTIPLE CHOICE

DIRECTIONS: Circle the answer which correctly completes each of the following sentences.

1. The poet is saying that Eldorado is really ________________.

   a. Hollywood
   b. heaven
   c. the next town down the road
   d. doesn't exist at all

2. The gallant knight is ____________________.

   a. anyone
   b. the poet
   c. a knight
   d. the reader

3. The pilgrim shadow was ________________.

   a. someone who had already found Eldorado
   b. a lost pilgrim
   c. death
   d. a wise man

4. The person searching for Eldorado ______________.

   a. never found it
   b. found it
   c. found it in his dreams
   d. gave up searching

5. The metric rhythm in "Eldorado" _______________.

   a. stays the same
   b. is different in each stanza
   c. is different in each line
   d. changes to make the meaning clear and to create a feeling

Carl Sandburg
(1878 - 1967)

Carl Sandburg was the son of Swedish immigrants. Since his family was very poor, he had to quit school and go to work at the age of thirteen. He became a migrant laborer and worked at many jobs for about seven years. He was a farm laborer, a dishwasher, a stage hand, a bricklayer, a milkman, a sign painter, a salesman, and a helper in a barber shop. When he was twenty, he returned to his home and became a sign painter.

Soon, the Spanish-American war began and he enlisted. He acted as war correspondent for his hometown newspaper while serving in the war. Following the war, Sandburg returned home with a desire to go to school. He attended Lombard College and became serious about writing, but he never graduated. A short time before graduation, he disappeared. Sandburg roamed the country and earned a living as a roving newspaper reporter. He lived this way until he married at age thirty and settled down.

These wanderings were especially important in Sandburg's life since they opened the everyday life of Americans to him. His poetry tells America about its people -- about Americans being Americans. He sees all its people as making a positive and valuable contribution to America and its way of life. He sings the praises of the common man, the so-called "salt of the earth", the man who keeps the nation alive and moving.

Suggested Poems: "Chicago"

"Fog"

"The past is a bucket of ashes" - an excerpt
from "Four Preludes on Playthings of the Wind"

"Chicago" is probably Sandburg's most well-known poem. It is an outstanding example of praising the common man. In "Chicago" he sees the city not only as a place of buildings and streets but as the result of many people coming together in one place to do the work of the common man. He feels the city is created and held together by the work that is necessary to keep people, even an entire nation, together.

"Chicago" is written in free verse. Sandburg's special use of free verse makes it even less conventional than the free verse of Johnson's, "The Creation." This excessive freedom in style blends very well with his subject -- an entire city consisting of totally different people, none of whom are bound by limits and each having an independent, free personality.

Sandburg invites you to see his town, his city, his Chicago. He asks you to accept it, both its good and its bad; to cherish it, because of its people; and to love it, because of its contribution to its nation.

Sandburg, like Emily Dickinson, was a master of concise language when he chose to use it. The poem, "Fog," is one of his most effective uses of concise language.

Carl Sandburg was in the generation that lived through the world's first global war, World War I. In his poem, "Four Preludes on Playthings of the Wind," he thinks about nations rising to greatness. Then, losing sight of what made them great, he thinks of nations falling into ruin and ceasing to exist, or at least ceasing to be great. In "Four Preludes on Playthings of the Wind", Sandburg is probably remembering Angkor or Babylon. At one time these were great cities in great nations, but today nothing is left but the rats, the lizards, and the crows.

In "Four Preludes on Playthings of the Wind," Sandburg is exploring the idea that time can wipe out all evidences of men and their civilizations. Cities are reclaimed by jungles, forests, and deserts. He shows that the nature of earth is more eternal than man and his creations. In fact, man and his civilizations and his creations are merely playthings for the wind.

This poem should be read aloud. The rhythm of its free verse is a strong creator of emotion and meaning in the poem.

Symbolism is the use of one thing (a word or image) which really stands for something completely different than what the word or image denotes (actually says). Symbols are used to increase and expand the reader's understanding and emotional reaction. Symbols increase the connotative understanding in literature, in fact, in our entire lives. Advertising makes extensive use of symbolism. The lovely girl catches the boyfriend because of her beautiful smile which she has from brushing with Brand X toothpaste. The symbolism is that toothpaste means love and affection. A certain kind of car or cigarette symbolizes the "macho" man who gets all the girls. Another kind of car symbolizes the wealthy, successful businessman. You must realize that literature does not get its use of symbolism from advertising, but advertising gets its use of symbolism from literature. Symbolism has been a part of man's life from the earliest days of man's history.

In "Prelude 1," the woman is named Tomorrow and her grandmother is Yesterday. The symbolism in these two names is that the woman is young and living in the future. Tomorrow shows youth and a future which doesn't have any connection with the past. The grandmother is old and has the symbolic name of Yesterday. Yesterday is old, worn out, gone; it has no effect upon the young woman who is only interested in the now and fun and games and the good times of tomorrow. She doesn't care about her aged grandmother, Yesterday, nor does she care about the wisdom and knowledge her grandmother has. Symbolically the world doesn't care about past history and what can be learned from it. All that the people of the world want to do is take life easy and look after themselves. Symbolically, the most important thing to Tomorrow is combing and fixing her hair.

SUGGESTED TEACHING STRATEGIES

1. Present the following vocabulary words and definitions to enhance understanding of the poem, "Chicago."

    roamed

    absorbing

    conventional

2. Have the students work in small groups (3-4) writing a very free verse poem about something they love (their hometown, local teen hangout, local points of interest, work characteristic to their area). Arrange the groups so that each group has one of the best writers in the class. The teacher may wish to circulate to help with ideas, spelling, and expression.

3. Present the following vocabulary words and definitions to enhance understanding of the poem, "Fog."

    concise

    haunches

    setting

4. Define, discuss and give other examples of personification. Point out how Sandberg personifies the fog.

5. Present the following vocabulary words and definitions to enhance understanding of the four preludes.

   symbolism
   symbol
   image
   denote
   frivolous
   hieroglyphs
   preludes

6. Discuss these questions and statements in small groups and then with the entire class.

   a. Discuss the symbolism in "Four Preludes on Playthings of the Wind." Discuss each Prelude in isolation, then talk about the overall symbolic themes.

   b. Why is the woman named Tomorrow and the grandmother named Yesterday?

   c. Discuss what Sandburg might be saying to America (and to other great nations). How does this affect us and our ways of life? You might use the quote, "The only thing we learn from history is that we do not learn," in your discussion.

   d. Compare the meaning and rhythm in Preludes 1 and 2, stanza 1, with the meaning and rhythm in Preludes 2, stanzas 1, 3 and 4. Discuss how the rhythm helps to convey the meaning.

   e. Discuss the denotation and connotation of the song the girls sing (lines 14-16, 27-29, and 45-47).

   f. Discuss the symbolism in line 17. This can be related to the western movies. Every time the scene is of an abandoned, run-down ghost town, the scene opens with the tumbleweed blowing down the street and the squeaking and flapping of a door twisted on its broken hinges.

7. Divide the students into groups and have each group formulate the question which it thinks the woman, Tomorrow, is answering in lines 7-9 in Prelude 1. Have each group present, discuss, and defend its question before the class.

8. Divide the students into groups and have them create some symbolic expressions such as "The doors are twisted on broken hinges." Each group should present the symbolic expressions to the class and allow the class to try to guess the symbolism intended. The presenting group should then discuss their ideas about their symbolic statements.

9. Show and read James Thurber's "The Last Flower," a parable in pictures, to the students. Discuss how Thurber's version of nations rising and falling compares with Sandburg's version of the same issue in "Four Preludes on Playthings of the Wind." Discuss how the conclusions in the two selections contrast.

"Chicago"

MULTIPLE CHOICE

DIRECTIONS: Circle the answer which correctly completes each of the following sentences.

1. "Chicago" is about ___________________.

   a. how dirty large towns are
   b. a man's love for a city
   c. people

2. Sandburg's Chicago is a city _______________.

   a. of rich people
   b. of big buildings
   c. of working people

3. Sandburg's poetry differs from most poets in that _________.

   a. he writes about common people and things
   b. he writes about nature
   c. he writes about romance

4. "Chicago" is written in ___________.

   a. iambic meter
   b. free verse
   c. both a and b

5. You might say that Sandburg's use of free verse is ________.

   a. more free than most free verse
   b. more conventional than free verse
   c. typical of free verse

6. Sandburg feels the city is ______________.

   a. worthless and bad because there is murder, crime, and hunger there
   b. an unattractive place to live
   c. a place where people come together to do the work of the common man

"Fog"

MULTIPLE CHOICE (PART I)

DIRECTIONS: Circle the answer which correctly completes each of the following sentences.

1. "Fog" is written in ________________.

   a. free verse
   b. iambic meter
   c. a b a b rhyme scheme

2. Haunches are ______________.

   a. boats
   b. cars
   c. legs
   d. hips of animals

3. The setting of the poem is ______________.

   a. any city
   b. a city on the coast or large body of water
   c. on a ship

SHORT ANSWER (PART II)

1. Give three examples of personification in the poem, "Fog."

   a. ____

   b. ____

   c. ____

2. Briefly discuss why Sandburg talks about fog as though it is a cat.

   ____

   ____

   ____

   ____

"Chicago"

7. Sandburg feels Chicago will ______________.

   a. not exist in 40 years
   b. burn up
   c. continue to be a leading city in the United States

8. Sandburg sees most of the people in Chicago as ___________.

   a. laughing
   b. sad
   c. working
   d. all of these
   e. none of these
   f. a and c
   f. b and c

9. Sandburg could be called _______________.

   a. the people's poet
   b. a weird poet
   c. a bad poet

"The past is a bucket of ashes" - an excerpt from "Four Preludes on Playthings of the Wind"

MULTIPLE CHOICE

DIRECTIONS: Circle the answer which correctly completes each of the following sentences.

1. The woman's name is Tomorrow because ____________________.

   a. she doesn't care about the past
   b. she is young
   c. she is only concerned with the future
   d. none of these
   e. all of these
   f. only a and c

2. The doors of cedar and gold are symbolic of ______________.

   a. wealth
   b. beauty
   c. wastefulness
   d. a and b
   e. a and c

3. The woman, Tomorrow, is characterized by _________________.

   a. thoughtfulness
   b. frivolousness
   c. concern
   d. fear

4. The crows are symbolic of ___________________.

   a. death
   b. birds
   c. singers

5. Hieroglyphs means __________________.

   a. marks
   b. picture writing
   c. both of these

Walt Whitman
(1819 - 1892)

Walt Whitman is a poet, like Sandburg, who uses extremely free verse in his poetry. In fact, Whitman was the first American poet to use the extreme form of free verse. Sandburg received his inspiration for his free verse technique and his poetic theme of the common man from Whitman. Whitman was writing long before Sandburg was born. He was fifty-nine years old when Sandburg was born. Whitman was more concerned with each individual man than Sandburg was. While Sandburg writes about groups of people (as in his poem, "Chicago"), Whitman looks at each individual. Whitman, more than any other American poet, is truly the "people's poet!"

Whitman was born on his parent's farm on Long Island, just off the coast of New York State. Like Sandburg, he left school early and went to work. He worked at many trades: carpenter, office boy, journeyman, printer, teacher, newspaper writer, and editor. His many trades and life in New York, "the melting pot of the world," allowed him to meet all kinds of everyday people and things. It was about these people and simple everyday things that Whitman wrote.

Whitman found all things in life exciting and valuable. All men, all nature, and all animals were important enough to merit his concern and interest as a writer. He saw everything as worthy of literary interest. Poems written about a spider, "A Noiseless Patient Spider;" a train, "To a Locomotive in Winter;" a child, "There Was a Child Went Forth;" and fertilizer, "This Compost;" are common themes in his poetry. It was the everyday man, however, that was the soul of Whitman's work.

Suggested Poem: "I Hear America Singing"

SUGGESTED TEACHING STRATEGIES

1. Present the following vocabulary words and their definitions to enhance understanding of the poem, "I Hear America Singing."

inspire

inspiration

technique

2. Compare the works of Whitman ("I Hear America Singing") and Sandburg ("Chicago"). Include in your discussion any literary devices used by the poets in their works.

3. Read, "I Hear America Griping," by Morris Bishop (found in Accent: U.S.A., Scott Foresman and Company, 1965) and compare it with Whitman's, "I Hear America Singing."

"I Hear America Singing"

COMPOSITION

1. What kinds of people did Whitman choose to portray?

2. If Whitman traveled the U.S. today, what other people might he have included in his poem? Are the people of today much different from those in his poem? Explain the similarities and differences of the two groups.

"I Hear America Singing"

MULTIPLE CHOICE

DIRECTIONS: Circle the answer which correctly completes each of the following sentences.

1. All of the workers mentioned in the poem ________________.

   a. perform hard labor
   b. do work which takes no skill
   c. work with their hands

2. The worker/singers were ____________________.

   a. all singing the same song
   b. each singing only his own song
   c. singing Christmas songs

3. The songs of the day are ___________________.

   a. different from the songs of the night
   b. the same as the night songs
   c. sad and dreary

4. The songs and singing are symbolic of __________________.

   a. a choir
   b. an orchestra
   c. people's everyday lives being beautiful and happy

5. These workers are __________________.

   a. proud of themselves and their trades
   b. proud of their contributions to their country
   c. both a and b

Stephen Vincent Benét
(1898 - 1943)

Benét was born in Bethlehem, Pennsylvania. His father, grandfather, and great grandfather were all army officers. Benét published his first volume of poetry at the age of seventeen. In 1926 he wrote a long, narrative poem entitled "John Brown's Body" which won a Pulitzer prize. His most famous work, however, is "The Devil and Daniel Webster."

Suggested Poem: "The Mountain Whippoorwill"

Stephen Vincent Benét was a poet who loved America and wrote about it. His technique, however, was totally different from Sandburg and Whitman. He wrote in conventional rhyming verse, mostly about American folklore topics. His work was like a "breath of fresh air" after the first world war when there was much heavy, unromantic writing.

Benét excelled in a simple writing style which was familiar to the people. His work was richly influenced by the ballads commonly loved by the people, and his works usually told a story in the traditional folklore manner.

Immediately his works were widely read. He did not have to wait to be loved and appreciated by the public as so many writers do. His early successes were with his short stories, but his novels and poetry were soon equally appreciated. He was awarded many honors for his work including a Pulitzer Prize in 1928 for "John Brown's Body," which was a long poem about the Civil War.

SUGGESTED TEACHING STRATEGIES

1. Present the following vocabulary words and their definitions to enhance understanding of the poem.

    folklore

    influence

    traditional

    appreciate

    Pulitzer Prize

2. Play tapes of different "fiddling" music which will demonstrate the types of rhythm and moods involved in the poem, "The Mountain Whippoorwill". This will help the students see how the rhythm and tempo help to create moods and emotions.

3. Study "The Mountain Whippoorwill" for pure enjoyment. It is a beautiful and vibrant poem which is full of rhythmic pleasure and descriptive language. Read the poem aloud as a dramatic reading.

"The Mountain Whippoorwill"

COMPOSITION

Write a paragraph telling what you liked and disliked about "The Mountain Whippoorwill" and why.

Edwin Arlington Robinson
(1869 - 1935)

Edwin Arlington Robinson was another New England poet. He started his writing career after Whitman and Dickinson, but before Frost. One of the common themes in his poetry was tragic failure.

Robinson, like so many American poets, was bothered by a lack of money. However, he did get a good education, and he attended Harvard for two years. He was helped financially by various interested people, but he still had a hard time taking care of himself.

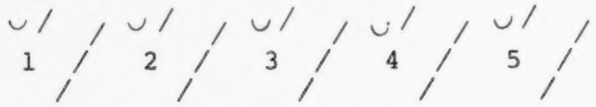
Robinson, although he is not extremely popular today, was a successful poet in his day. He was awarded three Pulitzer Prizes in five years.

Suggested Poem: "Richard Cory"

The poem, "Richard Cory," is a perfect example of the meter called iambic pentameter (Ī am'bic pen tam'e ter). Iambic means a rhythm which has an unaccented beat or syllable followed by an accented beat or syllable. The second way rhythm is created in a line of poetry is by keeping the same number of unaccented and accented sets (∪/) in most of the lines of a poem.

In "Richard Cory" there are five sets of unaccented, accented (∪/) syllables in each line. The word used to tell that there are five groups is pentameter. Penta means five in Latin. Each time the set occurs, it is called a foot. So pentameter means five feet (or sets) of unaccented, accented syllables (∪/).

Each line of "Richard Cory" would look like this:



SUGGESTED TEACHING STRATEGIES

1. Present the following vocabulary words and their definitions to enhance understanding of the poem, "Richard Cory."

   tragic failure arrayed

2. Define "irony." Discuss the ironic content of this poem.

"Richard Cory"

SHORT ANSWER

1. Write short explanations of the following phrases.

   a. "people on the pavement" ____________________

   b. "gentleman from sole to crown" ____________________

   c. "Clean favored" ____________________

   d. "imperially slim" ____________________

   e. "quietly arrayed" ____________________

   f. "human when he talked" ____________________

   g. "fluttered pulses" ____________________

   h. "glittered when he walked" ____________________

   i. "admirably schooled in every grace" ____________________

   ____

   j. "worked and waited for the light" ____________________

   ____

   k. "went without the meat, and cursed the bread" ____________________

   ____

2. Briefly compare Richard Cory with the common folks. ____________________

   ____

   ____

3. What was the conclusion of the poem? ____________________

   ____

4. Rewrite the last two lines giving the poem another ending. Be sure your lines fit into the meter and rhyme scheme of the poem.

   ____

   ____

"Richard Cory"

SHORT ANSWER

1. Show the rhythm, both meter and foot (length of line), in the first stanza of "Richard Cory." Give the correct name for this rhythm.

2. Show the rhyme scheme in the first stanza.

William Cullen Bryant
(1794 - 1878)

William Cullen Bryant was a child prodigy. He could read at the early age of sixteen months, was a published poet at the age of ten, and wrote his finest work at the age of seventeen.

Suggested Poem: "Thanatopsis"

"Thanatopsis" is Bryant's greatest poetic work. It is a poem about death. The word thanatopsis is a combination of Greek words meaning "a view of death."

Bryant was greatly influenced by nature, and it is one of the recurrent themes in his writings. "Thanatopsis" contains two of the universal themes: nature and death.

Note that even these early poets were using free verse. There is no rhyme scheme. Even though there is not a set rhythmic pattern in the poem, there is a strong rhythm entailed in each line.

SUGGESTED TEACHING STRATEGIES

1. Read the first portion of the poem to the students. Study the closing lines (73 through 81).
2. Define and discuss the vocabulary words important for the comprehension of this selection, which include:

seers
sepulcher
pensive

venerable
melancholy
abodes

3. Use this selection to help the students come to an understanding of death.
4. Discuss universal themes such as the ones in "Thanatopsis" (i.e., nature and death).
5. Introduce other works with the theme of death.

6. Have the students memorize 9 lines of "Thanatopsis." The lines may be repeated either in class or privately. Practicing the poem orally in class by the entire group for several days will assist in the memorization.

7. Have the students informally discuss some of their own thoughts on death. The impact that the study of "Thanatopsis" has had on their thoughts may also be discussed by the students.

8. Have the students write a short essay on universal themes in literature. Instruct them to apply the concepts of nature and death to "Thanatopsis." This should begin as a group activity. Work with the students helping them to organize their ideas by constructing an outline on the board. All of the students may use this same outline.

Henry Wadsworth Longfellow
(1807 - 1882)

Longfellow was a brilliant, well-educated, well-traveled New Englander from Maine. He was a college professor and a writer.

He excelled in writing simple verse which carried a wealth of meaning. He also excelled in writing long poems in the form of ballads. He applied the ballad style he picked up while on his study travels in Europe to American themes. His most famous ballads are "The Song of Hiawatha," "The Courtship of Miles Standish," and "Paul Revere's Ride."

Suggested Poem: "The Rainy Day"

"The Rainy Day" by Longfellow introduces two new elements of rhythm. The first is an incomplete beat at the ends of lines 1, 2 and 5 in each stanza. The following example shows the way an incomplete beat is marked.

◡/ ◡/ ◡/ ◡/ ◡/
1 2 3 4 .

This is a line of iambic tetrameter. Tetra means four. So there are four sets or feet of unaccented, accented beats in line 1. But the last line in each stanza has only three feet. A line of three feet is called trimeter (trim e ter). The last line in each stanza would look like this and is called iambic trimeter.

◡◡/ ◡/ ◡/
1 2 3

The second new element of rhythm in "The Rainy Day" is a new beat. This beat consists of two unaccented beats followed by one accented beat in each foot. The meter pattern looks like this: ◡◡/. The meter for the first stanza of "The Rainy Day" looks like this:

◡/◡/◡/◡/ 4 feet (tetrameter)
◡/◡/◡/◡/ 4 feet (tetrameter)
◡/◡/◡/◡/ 4 feet (tetrameter)
◡◡/◡/◡/◡/ 4 feet (tetrameter)
◡◡/◡/◡/ 3 feet (trimeter)

This meter (◡◡/) is called an anapestic foot. Even though most lines have both iambic and anapestic rhythm, the rhythm is still considered iambic. The rhythm for a poem comes from the beat which is used most regularly. In "The Rainy Day" the beat on the meter used most regularly is iambic.

Although some lines in "The Rainy Day" have an added unaccented beat and some feet of the anapestic beat, the first four lines in each stanza are still four feet in length (tetrameter). The unaccented beat is not counted as a new beat and the change in rhythm doesn't affect the number of feet. In short, in iambic and anapestic rhythm, a beat or poetic foot is counted each time the accented syllable appears.

Note that the last line in each stanza has only three accented beats. That means there are only three feet in each of those lines (trimeter). Therefore, the last line in each stanza would be called iambic trimeter. The rhythm of "The Rainy Day" is four lines of iambic tetrameter with a fifth line of iambic trimeter in each stanza.

SUGGESTED TEACHING STRATEGIES

1. Read "Paul Revere's Ride" aloud to the class. To shorten the poem, a shortened version is contained in lines 1-83. Provide an historical sketch of the poem before reading it.

2. Note the symbolism between stanzas 1 and 2 in "The Rainy Day." Point out that the first two stanzas of the poem express depression. Emphasize the optimism in stanza three and the famous line, "Into each life some rain must fall."

3. Call attention to the new aspect of rhyme scheme in "The Rainy Day."

4. Have the students study the following vocabulary words and their definitions to enhance their understanding of the poem.

   dreary
   mouldering
   blast
   repining
   fate

   meter
   iambic meter
   anapestic meter
   tetrameter
   trimeter

5. Have the students memorize stanza 3 of "The Rainy Day" and repeat it in class or privately.

"The Rainy Day"

FILL IN THE BLANKS

I. DIRECTIONS: Fill in the blanks in the following statements using the word list below.

hope

pessimism

mouldering

life

"Into each life some rain must fall"

1. The author sees his __________ as a cold, rainy day.
2. The poet is filled with ______________ in the first two stanzas.
3. In the third stanza the author sees ________________ for his situation.
4. The famous line from this poem is ______________________ ___________________________.
5. The word _______________ shows that the wall and the past are falling apart -- crumbling into nothing.

MULTIPLE CHOICE

II. DIRECTIONS: Circle the answer which correctly completes each of the following sentences.

1. The author is saying _________________.

   a. everybody will have some bad days in life
   b. all of life is bad
   c. the plans and dreams of youth are all destroyed

"The Rainy Day"

2. Rain in the poem is symbolic of ________________.

   a. refreshing things
   b. death
   c. bad or sad times

3. The speaker in the poem is ________________.

   a. a person about to commit suicide
   b. the author
   c. the reader

4. "Thy fate is the common fate of all" means ______________.

   a. only the author has bad days
   b. it's just natural for all people to have "down" times
   c. fate is common to all people

5. The phrase "the wind is never weary," means _____________.

   a. the wind never gets tired
   b. the wind is blowing strong
   c. the wind keeps on blowing

"The Rainy Day"

SHORT ANSWER

1. Mark the rhythm for stanzas 2 and 3 of "The Rainy Day."

2. Show the rhyme scheme for all three stanzas of "The Rainy Day."

"The Rainy Day"

MATCHING

DIRECTIONS: Match the definition with the appropriate term. Write the corrrect letter on the line.

____ 1. tetrameter

____ 2. iambic meter

____ 3. foot

____ 4. anapestic meter

____ 5. trimeter

____ 6. meter

____ 7. pentameter

____ 8. rhyme scheme

____ 9. line

____ 10. stanza

a. the pattern of rhyming words at the ends of poetic lines

b. one unit of meter which usually has one accented beat

c. four feet in one line

d. three feet in one line

e. a group of lines whose metrical pattern and rhyme scheme are repeated throughout the poem

f. a metrical foot consisting of an unaccented beat followed by one accented beat (◡/)

g. a unit of poetic measurement that is measured by the amount of feet occurring in it

h. five feet in one line

i. a metrical foot consisting of two unaccented beats followed by one accented beat (◡◡/)

j. the kind of rhythm in a poem to which one can tap his foot or clap his hands

Ralph Waldo Emerson
(1803 - 1882)

Ralph Waldo Emerson was the son of a long line of preachers. Like Thoreau, he was a nonconformist. Though he didn't take himself to a log cabin in the midst of a forest, Emerson quit the ministry and went abroad. While abroad, he met and learned the ideas of Wordsworth, Carlyle, and Coleridge. He brought these unusual ideas, called transcendentalism, back to the United States with him.

The great driving force in Emerson's life was to teach the infiniteness of the individual man. He felt he must teach each person to see, realize, and accept his own self worth. As he lectured across the United States, he challenged young people to search within themselves for greatness -- for that part of God within themselves. His great byword was "Trust thyself." He taught that each person must accept himself as he is and then make something worthwhile out of himself. No one but that individual himself knows the power that is within him. No one knows what that power can do, not even the person himself, until he has used it.

Suggested Poem: "Fable"

Emerson's belief in the importance of each individual man is seen in the short, simple poem, "Fable." In this poem Emerson shows that we are all important and that each of us have contributions to make which are necessary to all of mankind.

SUGGESTED TEACHER ACTIVITIES

1. Discuss "Fable" philosophy with the class. Stress the fact that we should all know and understand our own philosophy of life. Discuss what our philosophies are today and how they may change with maturity and knowledge.

2. Present the following vocabulary words and definitions to the class. Have the students learn the meaning of each word.

    nonconformist
    infiniteness
    lecture
    challenged
    contribution
    prig
    fable
    philosophy

"Fable"

MULTIPLE CHOICE

DIRECTIONS: Circle the answer which correctly completes each of the following sentences.

1. Who is called a prig?

   a. mountain
   b. squirrel
   c. former
   d. latter

2. Bun is ________________.

   a. a bunny rabbit
   b. mountain
   c. squirrel
   d. former
   e. latter

3. Who is not spry?

   a. mountain
   b. squirrel
   c. bunny
   d. former
   e. latter

4. This poem is saying that ________________.

   a. mountains can't crack nuts
   b. squirrels aren't very big
   c. each one is unimportant
   d. each one is important

5. A fable is ________________.

   a. a legend of supernatural happenings
   b. a story intended to teach a lesson
   c. a story in which animals speak and act like people
   d. none of these
   e. all of these
   f. only b and c

"Fable"

COMPOSITION

1. Write a paragraph applying Emerson's philosophy (given in the biographical sketch and "Fable") to yourself and your own philosophy of life.

2. Describe your philosophy of life.

Oliver Wendell Holmes
(1809 - 1894)

Oliver Wendell Holmes was a very intelligent and educated man. He studied law, but changed to medicine. He studied medicine in Edinburgh and Paris and then finished his training at Harvard.

He published his first book of poetry, Poems, in 1836, the same year he graduated from Harvard Medical School.

After practicing medicine for a short time, Holmes taught anatomy at Dartmouth. Soon he returned to medical practice, but left again to teach anatomy and physiology at Harvard. He is known in the medical field as a pioneer in surgical methods. He encouraged the use of anesthesia and the importance of antiseptic procedures in surgery.

As a poet, Holmes excelled in writing light verse. He felt poetry should be read for amusement as well as for deeper meaning. His natural wit and charm helped him to gain the reputation as one of America's most distinguished writers of light verse.

Suggested Poem: "The Last Leaf"

One of the most famous of Holmes' poems is "The Last Leaf." This is a poem which beautifully and lightly touches on the theme of old age. It was inspired by Major Thomas Melville (Herman Melville's grandfather) who was one of the "Indians" in Boston's Tea Party.

SUGGESTED TEACHER ACTIVITIES

1. Give a historical sketch of Major Thomas Melville and the Boston Tea Party.

2. Point out that the metrical pattern in the poem is very irregular. It gives the feeling of an old man tottering along the street.

3. Point out the rhyme scheme.

4. Discuss the students' feelings about old age. How do they feel about older people? How do they feel about growing old?

5. Present the following vocabulary words and their definitions. Have the students learn the meaning of each word.

excelled
anesthesia
antiseptic

anatomy
physiology
distinguished

"The Last Leaf"

MULTIPLE CHOICE

DIRECTIONS: Circle the answer which correctly completes each of the following sentences.

1. The "pruning-knife of Time" is ____________________.

   a. a scythe
   b. a knife
   c. time
   d. days

2. The word "ere" in the second stanza means ________________.

   a. before
   b. even
   c. ever
   d. until

3. "They are gone" in the third stanza means ________________.

   a. the Indians
   b. the English
   c. his friends

4. The lines "But the old three-cornered hat,
   And the breeches, and all that,
   Are so queer!"

   means ______________________.

   a. his clothes are shabby
   b. his clothes are very ugly
   c. his clothes are very old fashioned

5. The last leaf means ______________________.

   a. there is only one leaf on a tree
   b. all the people of the man's era are dead except him
   c. it is fall of the year and the leaves are falling
   d. he is the last one of the Boston Tea Party

E. E. Cummings
(1894 - 1962)

Edward Estlin Cummings was raised in New England and studied at Harvard where he received two degrees. During World War I, he enlisted in a voluntary ambulance corps and was stationed in France. As a result of a censor's error, Cummings spent three months in a French detention camp. In 1922, he published a book entitled The Enormous Room which gives an account of this experience. After the war, Cummings settled in New York's Greenwich Village where he wrote and painted.

Suggested Poem: "chanson innocente" ("in Just")

The title, "chanson innocente" means "innocent song." In this poem, Cummings' use of combined words and unusual phrases exemplify that spring is being viewed from a child's point of view.

Cummings experimented with poetry in an attempt to represent sounds on paper. He is noted for his use of unusual typography and unique signature (e.e. cummings).

SUGGESTED TEACHING STRATEGIES

1. Read and discuss the meaning of this poem for enjoyment.
2. Point out the beautiful use of words such as mud-lucious, wee (we), eddieandbill, puddle-wonderful, and bettyandisbel. (Word imagery)
3. Discuss the meaning of "goat-footed."
4. Have the students draw upon their memories for similar childhood experiences.
5. This is a good poem to have students read orally, after it has been studied.
6. Have the students illustrate the poetic experience in "in Just."
7. Instruct the students to write a similar short free verse poem about a childhood experience.
8. Discuss the term, imagery, with the class.

"chanson innocente" ("in Just")

MULTIPLE CHOICE

DIRECTIONS: Circle the answer which correctly completes each of the following sentences.

1. "Eddie and Bill" and "Betty and Isbel" are written "eddieandbill" and "bettyandisbel" because _______________.

   a. the author can't spell
   b. the author is using dialect
   c. the author is trying to recreate the way little children talk

2. "Mud-luscious" and "puddle-wonderful" are good examples of ____________________.

   a. poetic freedom
   b. word imagery
   c. word usage

3. This poem is probably about _______________________.

   a. a spring day in the park
   b. a childhood dream
   c. a day at the circus

4. From the poem you can conclude that the month in which the poem/experience occurred is ___________________.

   a. January
   b. April
   c. July
   d. November

5. From this poem the reader can conclude that the poet ______.

   a. is dry and "long-winded"
   b. cares little about being understood
   c. has a sense of humor and likes to experiment

John Gillespie Magee, Jr.
(1922 - 1941)

John Gillespie MaGee, Jr. wrote only one poem, "High Flight." He had a burning desire to be a pilot, but his father objected strenuously. Against his father's wishes, he went into the military as a pilot. His plane was shot down, and he was killed. Shortly before his death, he wrote and sent to his father the poem, "High Flight," so that his father might understand his strong desire to fly.

Suggested Poem: "High Flight"

This is a perfect example of the fact that poetry is more than mere content, more than a theme or a lesson being taught. It is content expanded by means of mood, emotions and movement -- the total process used to convey both connotative and denotative fulfillment. Even though the central idea here is simple -- a description of the excitement of flying -- the poem accomplishes even more.

SUGGESTED TEACHING STRATEGIES

1. Build on the following ideas to help students be more aware that poetry is more than content.
    a. Poetry takes the reader into the actual experience so he can vicariously live the experience.
    b. Poetry uses the sense of movement by using such words as slipped, danced, climbed, wheeled, soared, swung, hov'ring, chased, and flung.
    c. The poem incorporates word images such as laughter-silvered wings, tumbling mirth of sun-split clouds, shouting winds, eager craft, footless halls of air, long delirious burning blue, wind-swept heights, and high untrespassed sanctity of space.
    d. The basic iambic pattern is interspersed with rhythmic variations to increase the feeling of height and the winging and soaring of the plane. Lines 3, 6 and 9 shift the meter to the following scan:

        line 3

        line 6

        line 9

2. Emphasize that poetry is a total experience: content, rhythm, memory, imagination, rhyme, all of which produce a unified total experience. The words of a poem create individual images, feelings, and thoughts. These things are determined by each person's own experiences with life and with words. They also draw on a person's mind and his present emotions.

3. Present the following vocabulary words and definitions to the class. Have the students learn the meaning of each word.

   surly

   mirth

   sanctity

"High Flight"

COMPOSITION

DIRECTIONS: Imagine you are Magee's father. Now that you have read your son's poem, write a letter to him expressing your feelings. Did his poem change your attitude or understanding of his desire to fly?

INTRODUCTION

This section of the literature unit deals with the novel. *The Pearl* by John Steinbeck and *The Red Badge of Courage* by Stephen Crane were selected for use in this PASS. A biographical sketch of each author is provided in addition to a variety of teaching strategies, activities, points of discussion and learning activities. Other appropriate novel selections are given below.

1.	The Contenders	Robert Lipsyte
2.	Death Watch	Robb White
3.	The Pigman	Paul Zindel
4.	The Outsiders	S. E. Hinton
5.	The Old Man and the Sea	Ernest Hemingway
6.	Alas, Babylon	Pat Frank
7.	Of Mice and Men	John Steinbeck

SUGGESTED TEACHER ACTIVITIES

1. Have students review the definition of novel from the study sheet of Literature Genres (page 205). This should be in the students' notebooks.

2. Hand out and explain literature terms (page 358) and recommend that students make additional notes on their copies as you go over the definitions. Students should file this study sheet in their notebooks.

UNIT 7: LITERATURE
Novel

Study Sheet
Vocabulary

Literature Terms

character:	a source of action in the story
setting:	the time and place in which a story happens
plot:	sequence of events that explains how and why
point of view:	either the author or a character tells the story
theme:	the controlling idea behind the story
symbol:	object which represents other things in addition to its obvious meaning
foreshadowing:	clues which predict the story's ending
protagonist:	the principal character in a story
antagonist:	one that contends with or opposes another
simile:	figure of speech that is often introduced by like or as, comparing two unlike things (states a comparison)
metaphor:	an implied comparison between two dissimilar objects
climax:	the high point of the action of a story or play; the decisive moment in the plot

John Steinbeck
(1902 - 1968)

John Steinbeck was born in California's great agricultural district. He grew up aware of the problems of the migrant farm workers and other poor people who had no possessions to give them roots and security. He had compassion for these people and wrote about them in his literary works. His writings fit in a category called social-protest fiction. The Pearl is a good example of this type of fiction.

Steinbeck attended Stanford University. He worked as a day laborer, a newspaper reporter, and had a variety of other odd jobs. He wrote about the people and the injustices with which he came in contact. He is often called the protagonist of social justice.

Some of Steinbeck's most outstanding works are: Of Mice and Men, The Grapes of Wrath, and The Pearl. He received the Nobel Prize for literature in 1962.

The Pearl is a fable about a fisherman who finds the "Pearl of the World" -- the pearl for which there is no price. The fisherman hopes to buy happiness for his family with the great pearl, but learns that happiness, like the pearl, cannot be bought for a price.

SUGGESTED TEACHER ACTIVITIES

1. Select appropriate words from the selection for vocabulary study.
2. In order to help the students experience the beauty of the novel, the following reading suggestions may be useful:
   a) Read the majority of the novel to the students, selecting specific passages for them to read independently. In general, the most complicated syntax is at the beginning. As the story progresses, the language becomes more suitable to characters and situations, thus the complexity is eased. Students should follow along in their own books during the reading.
   b) Read the novel orally as a group with each student reading as long as he feels comfortable.
   c) Read orally on a volunteer basis (including the teacher) with all students following along in their books.
   d) Encourage the students to read silently in and out of class.

3. Important points for discussion are given on page 361.

4. Progress quizzes may be developed to check student understanding more frequently. The quizzes may be formulated based on the particular emphasis of study throughout the novel. Be relaxed in this area in order to maintain student enthusiasm.

5. Have the students study maps showing the location of the story. Show the route from the school's location to La Paz. Use the section of the book The Log from the Sea of Cortez by Steinbeck to get a feeling for and a sketch of the city as well as the locale of La Paz. Teach the term, literary setting, at this point.

6. Point out specific shifts in scenes as The Pearl unfolds. Have the students create maps to follow the progression of the action in the story and the shifting of the immediate settings. This will give them a clearer picture of the happenings in the story.

7. Teach protagonist and antagonist. (Be sure to relate protagonist to antagonist.) Show that the protagonist is a main character. The antagonist may be a main character, but, as in The Pearl, does not have to be. The protagonist(s) may be a minor character or characters. (See number 3 in Points for Discussion, page 364).

8. In pairs, have the students create a scene portraying a protagonist and an antagonist. (Example: A child is quietly playing with building blocks. A second child comes along and kicks down the blocks. A struggle follows.) The teacher and one student may give a demonstration before the group begins work on this project.

9. Teach symbolism. This is developed further in Points for Discussion, page 362, number 5 (Chapter I).

10. Teach major and minor characters.

11. Have students make a poster containing clippings from magazines which illustrate the characters in the story. As each character is introduced in the novel, add the appropriate picture to the poster. Place the figures on the poster with the name under each character. This will help the students to visualize the characters and keep them in mind as they read and discuss the novel.

12. Teach plot structure. (See Short Story, page 219).

13. Teach conflict, then have students act out the conflict in The Pearl. Discuss the conflict on the surface level (the bad guys, include the Church, crushing the innocent good guys), and compare it with the symbolic level (evil always tries to overcome good). (See section on conflict in Drama, page 386, and Short Story, page 219).

14. Teach climax of a literary work. Point out that the ending or conclusion is not always the climax. The climax in The Pearl is the tossing of the pearl into the water.

15. Show pictures, slides, or a film of a sunrise or sunset to teach the use of descriptive phrases in writing. For an experience in writing descriptive phrases, have the students write descriptive phrases or sentences. Refer to "The Creation" (see Poetry) and the vibrant use of verbs as descriptive language. (See Points for Discussion, number 6 for emphasizing descriptive phrases as they appear in the text).

16. Define and give examples of "foreshadowing." Discuss the statement, "But there was a price below which they dared not go...," then have the students write about the action they think this statement is foreshadowing.

17. Have students write a further conclusion to the story. Have them use at least 2 quotations from the story in the development of the conclusion. (This could also be used as an assignment in the use of quotation marks.)

18. Have students, working in small groups, compose a Song of the Family using the information in the story. These groups may compose two songs -- one for Kino's family and one for their own families. Have students read their songs aloud.

19. Teach the characteristics of a novel.

POINTS FOR DISCUSSION

Chapter I

1. Discuss legend.

2. Discuss parable.

3. Can a story be a parable and a legend at the same time? Discuss.

4. Discuss "with all retold tales that are in people's hearts, there are only good and bad things and black and white things and good and evil things and no in-between anywhere."

5. Discuss the symbolism in the songs: Song of the Family (whose rhythm was the grinding stone), Song of Evil, Song of the Enemy, Song of the Pearl that Might Be, and Song of the Undersea. Discuss the subjects of the songs. Why were the people no longer song makers? Compare the songs in The Pearl with Whitman's songs in "I Hear America Singing" (Poetry section). Are they saying the same thing? Is either one really singing actual songs? Do the songs show symbolism? Explain.

6. Discuss the descriptive phrases as they occur in the text. Examples are: "pale wash of light"
   "dawn came quickly now, a wash, a glow, a lightness, and then an explosion of fire"
   the dog "threshed himself in greeting"
   "a pencil of water fell into the pool"
   Kino felt the "evil coagulating about him"

7. What is the connotation of the word "whole" in paragraph 9? Discuss.

8. Compare and contrast the morning of the doctor with the morning of Kino.

Chapter III

1. What is meant by the sentence "But there was a price below which they dared not go, for it had happened that a fisherman in despair had given his pearls to the church." (paragraph 5)? See Number 8 in suggested Student Activities for assignment.

2. Discuss (in paragraph 6) "The essence of pearl mixed with essence of men and curious, dark residue was precipitated."

3. Discuss why Kino "became curiously every man's enemy." (paragraph 6)

4. From paragraph 7 discuss the sentence in which the music of the pearl becomes part of the music of the family.

5. Note the continued reference to Kino's hitting the gate with his fist. Discuss the significance. What is the symbolism in the happening?

6. Discuss the meaning of the music of evil and of the enemy in paragraph 23.

7. Point out in paragraph 29, Kino's feeling alone, being outside, etc. Discuss the meaning and significance of this.

8. Discuss the symbolism in 1) Kino's use of the blanket, 2) Kino's hat, 3) the ~~ant in the ant lion's trap, 4) the~~ fish eating the smaller fish, 5) light and darkness, 6) the entire parable of Kino (the story of everyman). These will, of course, be studied as they appear in the story. The teacher may want to keep a list on a poster of the different symbols. There are many symbols in the story, but the ones presented here are the major ones.

9. Discuss the symbolism in the quote, "And the night mice crept about on the ground and the little night hawks hunted them silently." Apply the quote to Kino's situation. Note that this is a foreshadowing of Kino's life with (or because of) the pearl. (paragraph 48)

10. Two statements should be discussed from paragraph 53:
    (1) "for sickness is second only to hunger as the enemy of poor people,"
    (2) "all things are in God's hands."

11. Discuss what the people "said" they would do with the money and the fact they would not really do those things if they actually had it. Contrast what Kino planned to do with the money with the people's plans. Point out that his plans were totally honorable whereas the people's plans (though sounding great) were not truthful. Stress that the people's thoughts for Kino were not honorable.

Chapter IV

1. Discuss the conversation between Kino and his brother, Juan Tomas.

2. Discuss the universal themes of nature and greed in The Pearl.

3. Discuss the difference between the major and minor characters. Show how the minor characters in The Pearl (the antagonists) caused the events in the story to take place. Without the minor characters, the pearl would have been found and sold, and the hero would have had the money. Discuss the importance of the minor characters in the story. Stress how the minor characters added depth of action and struggle to the story.

4. Develop Kino's character throughout the story. Watch as the influence of the pearl forces change upon him. These passages are clearly developed throughout the story. After this discussion, have the students project what his character will be beyond the confines of the story.

MULTIPLE CHOICE

DIRECTIONS: Circle the answer which correctly completes each of the following statements.

1. Kino's character ________________________.

   a. did not change throughout the book
   b. changed a little
   c. changed a great deal

2. Juana's character ______________________.

   a. did not change throughout the book
   b. changed a little
   c. changed a great deal

3. The first person to have the idea to throw the pearl away was _______________.

   a. Coyotito
   b. Juana
   c. Kino

4. The pearl symbolizes _____________________

   a. a better life for Kino
   b. oysters
   c. the pain and struggle of life
   d. evil
   e. the end of Kino's innocent life
   f. a, c, d and e
   g. all of the above

5. There is an old saying that "all that glitters isn't gold." If we apply that to The Pearl, it would mean _______________.

   a. wealth doesn't always bring goodness and happiness
   b. all shiny things are bad
   c. pearls always represent good things

6. Kino and his people were ____________________.

   a. held in bondage by the Church and the community businessmen
   b. were free to do as they pleased
   c. could make a better life for themselves if they wanted to

7. The pearl appraiser ____________________.

   a. told him he had the pearl of the world
   b. tried to cheat Kino
   c. said it was a seashell

8. You know that the buyer was astounded by the size of the pearl because ________________.

   a. his eyes glowed
   b. his face changed its expression
   c. he dropped the coin

9. Kino was afraid to go to the capital because ______________.

   a. he had never been far from home
   b. someone might kill him
   c. he was afraid of strangers and strange places
   d. all of the above
   e. a and c
   f. b and c

10. Juana Tomas told Kino his friends would protect him only if they were not in danger or discomforted. This statement is ______________.

   a. fact
   b. opinion

SEQUENCE OF EVENTS

DIRECTIONS: Number these events in the order in which they happened.

_____ Kino killed a man.

_____ Kino, Juana, and Coyotito are chased by the trackers.

_____ Kino, Juana, and Coyotito return to La Paz.

_____ Coyotito got bitten by a scorpion.

_____ Kino beat Juana.

_____ Kino kills three men.

_____ Coyotito dies.

_____ Kino found a great pearl.

_____ Kino threw the pearl into the water.

_____ Juana would not leave Kino.

DISCUSSION

DIRECTIONS: In a complete paragraph, tell how Kino's personality changed during the course of the story.

____

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MATCHING

DIRECTIONS: Write the letter of the correct definition on the line next to the matching word.

______ 1. Setting

______ 2. Pearl

______ 3. Parable

______ 4. Kino

______ 5. Song of the Family

______ 6. Coyotito

______ 7. Legend

______ 8. Novel

______ 9. Symbolism

______10. Juana

a. A story retold so many times it becomes part of a culture.

b. Using one thing or image to stand for something else increasing its meaning.

c. An abnormal growth in an oyster which has great value.

d. The place or places where a story takes place.

e. Symbolic of innocence which is destroyed by the evil and corruption in life.

f. Symbolic of an innocent person who is taught hardness and tragedy of life by life itself.

g. A simple story which has a deeper meaning that teaches a lesson.

h. A long story which has a beginning, a middle, and an end.

i. The beauty of people who love living in harmony together.

j. Symbolic of goodness which refuses to be taken in or destroyed by the evil and corruption in life.

FILL IN THE BLANKS

DIRECTIONS: Choose the correct word(s) from the word list to complete the following.

boat or canoe
doctor
Kino
Song of the Family
pearl buyers
white
protagonist
minor
black
antagonist

A 1) ______________ is one who has the leading part in a story; he is usually the "good guy" and stands up for a cause. In The Pearl 2) ________ is that character.

The 3) ______________ is the character or characters who are the leading person's opponents or enemies. There may be more than one. This character may be a major character, but he doesn't have to be. He or they may be 4) ________ characters. In The Pearl at least two of these characters are the 5) ____________ and the 6) ______________.

The color 7) __________ is usually symbolic of evil while 8) ____________ is usually symbolic of good.

The rhythm of the 9) ____________________ was the grinding stone at which Juana ground the corn for the family's food.

The 10) ____________________ was symbolic of Kino's work. It assured the family its food and was his only valuable property.

Stephen Crane
(1871 - 1900)

Stephen Crane was born in Newark, New Jersey, the youngest of fourteen children. His father was a Methodist minister. He was educated at Hudson River Institute, Lafayette College, and Syracuse University. In 1895, Crane published his most famous work, The Red Badge of Courage. This was not a result of his personal experiences of battle, but rather information he gleaned from Civil War veterans and which established his reputation as a war correspondent. En route to Cuba where he was to perform his new job, he met a proprietress of a hotel in Jacksonville, Florida. They married and lived in England until his death, three years later, when he died of tuberculosis.

The Red Badge of Courage reveals the mind and heart of a young recruit during the Civil War. The story portrays his development as a result of his experiences -- from overcoming his fears, to learning about himself and, finally, becoming a man.

SUGGESTED TEACHER ACTIVITIES

1. Have students write a resumé and business letter applying for a position as a soldier.

2. Read the business letters they have written to the class. Then have the class try and determine the letter most likely to secure a job interview.

3. Have students select and complete one of the following writing activities:

   a. Interview someone you know who has served during war time. Write a composition describing the experiences stating who, what, where, when, and why.
   b. Is The Red Badge of Courage a good name for this book? Discuss in an essay.
   c. Write an essay describing how you think your mood would be while waiting for battle.
   d. List several examples of visual imagery in the book. Write an original essay using visual imagery.
   e. Write an essay on why you feel war is important and necessary.
   f. Write an essay on why you feel war is meaningless and wasteful.
   g. Write an essay stating how you think you would behave in your first battle.

h. The theme of The Red Badge of Courage is growing up. Write an essay describing from your personal experience a situation in which you "grew up."

4. Ask students to select one of the following art activities to complete and present to the class:

   a. Smells often trigger memories. List two smells and illustrate what they make you think of. Example: smell of turkey cooking.
   b. Draw a picture of a battle.
   c. Draw a picture of either the Confederate flag or the Union flag.
   d. Draw a poster depicting the common weapons used in the Civil War.
   e. Draw a poster illustrating the uniform of either the Northern or the Southern soldier.

POINTS FOR DISCUSSION

Overview

1. Hand out books to students. Allow students to look through books. Discuss parts of book:
   - title
   - author
   - publisher
   - contents page
   - glossary

2. Discuss time period of Civil War. Ask students what they know about the Civil War. Inform them briefly as to time frame, causes, states involved, etc.

3. Ask students to discuss what they think fighting in a war would be like.

4. The main theme is "growing up", but the book also deals with the horrors of war. Give other examples of themes to students. Emphasize that the theme is an idea, not a fact (for example: ambition, dangers of jealousy, good against evil).

5. Discuss imagery and how it relates to senses. Give the following examples:
   How do these phrases make you feel?
   "a gentle snowflake"
   "the rough, warm feel of a wool sweater"
   "friendly smell of baking bread"

   Explain that people experience the world with all five senses. Sometimes we notice "sound", sometimes "taste." A writer helps us experience the world by describing things in terms of how they sound, taste, feel, look or smell. This kind of description is called "imagery." It creates an image by appealing to the senses. You don't have to limit a description to only one sense, but you don't need to describe everything with imagery. (For example: "After a week away from home, the cat was tired and hungry." is a good description that uses no imagery.) Ask volunteers to describe an apple either by what it looks like, what it sounds like when you bite into it, or how it smells, tastes, or feels.

Chapter I

1. Vocabulary
   distrust - lack of trust, faith
   rebel - to disobey those in authority
   youth - a young person
   hero - one that shows great courage
   deeds - something that is done
   regiment - a very large group of soldiers often made up of many companies
   rank - body of enlisted men
   bitterly - distastefully

2. What did the young private think of war?
   (He believed time of war had past.)

3. What was Henry's serious problem?
   (He was afraid he'd run from battle.)

4. Why did the tall soldier get into a fight?
   (He had the wrong story: the soldiers did not move out.)

5. When one soldier tried to steal a horse from a girl, what happened?
   (Girl drove him away and other soldiers cheered.)

6. What did the loud soldier, Wilson, say when the young soldier, Henry, asked him if he would run from battle?
   (Wilson said no.)

Chapter II

1. Vocabulary
   comrades - friends
   fluttered - moved with quick flapping motions
   brigade - a large group of soldiers in an army
   crouched - bent the legs
   jeer - taunt, mock
   retreat - withdraw from what is dangerous
   devilment - mischief

2. Why did the youth not want to enter battles?
   (He thought they were entering into a trap.)

3. Why did the youth hate the lieutenant?
   (He told him not to hang back.)

4. What did the loud soldier give Henry?
   (A pack of letters for his folks.)

5. What did the youth become after he fired his first shot?
   (Became not a man but a member of an army.)

6. What important person was killed in the battle?
   (Captain of the youth's company.)

Chapter III

1. Vocabulary
   amazement - surprise, astonishment
   shriek - loud cry
   tattered - wearing torn or ragged clothes
   hobbled - to walk awkwardly
   astonishment - surprise, amazement
   shame - painful feeling of guilt
   despair - complete loss of hope
   battery - a unit of the army made up of soldiers and heavy weapons

2. How did the youth feel after the first battle?
   (He decided he was very brave.)

3. What did the youth do when the enemy returned?
   (He ran.)

4. What did the youth call the gunners when they did not run?
   (He called them fools.)

5. How did the youth feel when he learned the battle had been won?
   (He felt he had been caught in a crime.)

6. What did the youth do when the tattered man asked him where he had been hurt?
   (He ran away.)

7. Who was the wounded soldier?
   (Jim Conklin, the tall soldier who was a friend of Henry's.)

Chapter IV

1. Vocabulary
   screech - to make a shrill, high pitched sound
   victory - the defeat of an enemy
   defeat - win a victory over
   desert - to go away from one's duty, post or cause
   villain - a wicked, evil, or criminal person
   horror - a feeling of great fear and dread

2. How did the youth react to the tall man's death?
   (He screamed and fell on the ground.)

3. What did the youth do when the tattered man asked about his "hurt?"
   (He left him.)

4. What did the youth wish after he left the tattered man?
   (He wished he was dead.)

5. How did the youth feel when he saw the infantry was retreating?
   (He was filled with horror and forgot his own problems.)

6. How did the youth receive his wound?
   (A soldier hit him on the head with his rifle.)

Chapter V

1. Vocabulary
peered - looked closely
staggered - moved unsteadily
grazed - scraped the skin from slightly
snarled - growled angrily
snuggled - drew close as for warmth or protection
panting - breathing quickly or heavily
avoided - kept away from
blush - to become red in the face from shame or embarrassment
trenches - long, narrow ditches with earth piled up in front
complaining - finding fault

2. What did Henry say happened to him?
(He said he became separated from the regiment and was shot in the head.)

3. What three things did the loud soldier do for Henry?
(He gave him coffee, tied a bandage around his head, and gave him his bedding.)

4. What did the youth remember he had of Wilson's?
(His letters.)

5. Why did Henry begin to feel more brave?
(Wilson had been frightened. Henry had been in battle and lived.)

6. How did the youth feel when he complained about the General's orders?
(He felt guilty again.)

Chapter VI

1. Vocabulary
scowled - frowned
charge - attack
lunged - a sudden forward rush
pride - self esteem, conceit
trust - have faith in someone, depend

2. What did the lieutenant call Henry?
(a wildcat)

3. What did the General call the 304th?
(mule drivers)

4. What was the youth's "painful secret"?
   (The general thought the 304th would die in the charge.)

5. Who became the flag-bearer of the 304th regiment?
   (Henry, the youth)

6. How did the youth feel about the retreat?
   (He was filled with shame and rage. He wanted to win to make the officer sorry he called them mule drivers.)

7. How did the "men in blue" feel when they won?
   (Filled with pride. They were men.)

Chapter VII

1. Vocabulary

muttered	grumbled
flushed	a tinge of red, blush
midst	middle
scamper	to run playfully

2. How did the youth feel about the remarks of the regiment of older soldiers?
   (He was hurt at first and then thought they might be right.)

3. What did the colonel say about Fleming and Wilson?
   (He said they deserved to be major generals.)

4. How did the youth's friend look in the battle?
   (He was wild looking and covered with powder.)

5. Why did the 304th regiment have to charge?
   (to stay alive)

6. Who captured the enemy's flag?
   (the youth)

MATCHING

DIRECTIONS: Match the vocabulary word with the correct definition by placing the correct letter in the blank indicated.

____ 1. rebel
____ 2. youth
____ 3. hero
____ 4. deeds
____ 5. regiment
____ 6. comrades
____ 7. retreat
____ 8. tattered
____ 9. shame
____ 10. victory
____ 11. defeat
____ 12. desert
____ 13. avoided
____ 14. trenches
____ 15. complaining
____ 16. pride

a. withdraw from what is dangerous
b. a very large group of soldiers often made up of many companies
c. friends
d. to disobey those in authority
e. something that is done
f. one that shows great courage
g. wearing torn or ragged clothes
h. a young person
i. the defeat of an enemy
j. to go away from one's duty, post, or course
k. painful feeling of guilt
l. win a victory over
m. self-esteem, conceit
n. finding fault
o. kept away from
p. long narrow ditches with earth piled up in front

MULTIPLE CHOICE

DIRECTIONS: Circle the letter of the correct answer for each of the following questions.

1. The main conflict in The Red Badge of Courage is Henry's desire to overcome his fear. This conflict is:

   a. man against man
   b. man against nature
   c. man against himself

2. Another conflict in The Red Badge of Courage is the battles between the blue soldiers and the grey soldiers. This conflict is:

   a. man against man
   b. man against nature
   c. man against himself

3. Which of the following elements of the plot represent the climax of the plot?

   a. Henry becomes the flag bearer for his regiment
   b. Henry gets wounded
   c. Henry runs away from battle

4. The setting of this book is important to the plot. Did the setting of this book make you think that:

   a. war is fun
   b. war is horrible
   c. war is a game

5. How does the character of Wilson change in the story?

   a. he became loud
   b. he bragged more
   c. he became sure of himself

6. What is the main theme of the book?

   a. war is horrible
   b. growing up
   c. Jim goes to war

MULTIPLE CHOICE

7. In the first chapter of the novel are two examples of foreshadowing: 1) Henry's mother says, "And don't ever do anything that you wouldn't want me to know about." 2) Henry says he is afraid he might run from battle. What mood does this foreshadowing establish?

   a. that Henry is going to do something wrong
   b. that Henry is going to become a hero
   c. that Henry is happy he joined the army

8. The color red is a symbol in The Red Badge of Courage. Considering the theme of the novel, what is the best symbolic meaning of this color?

   a. food
   b. flower
   c. blood

9. What mood is created by the following metaphor? "...a place where tall trees made a chapel."

   a. peaceful
   b. angry
   c. sad

10. What does the following metaphor mean? "He ran like a blind man."

    a. he ran swiftly
    b. he ran clumsily
    c. he ran with his eyes closed

11. Who is the main character (protagonist) in the story?

    a. Jim Conklin
    b. Henry Fleming
    c. Wilson

12. Who/what is the antagonist in this story?

    a. Henry's hate
    b. Henry's fear
    c. Henry's love

13. How does war change Henry?

    a. he likes war
    b. he made new friends
    c. he became a man

SEQUENCE OF EVENTS

I. DIRECTIONS: Number the events in the order in which they occurred.

____ Henry is afraid.

____ Henry says goodbye to his mother.

____ Henry runs away.

____ Henry captures the enemy's flag.

____ Henry becomes the flagbearer for the regiment.

____ Henry meets the tattered soldier.

____ Henry gets wounded.

MATCHING

II. DIRECTIONS: Write the letter of the following descriptions on the lines next to the matching characters.

____ 1. Wilson	a. youth
____ 2. Henry Fleming	b. tall
____ 3. Jim Conklin	c. loud

III. DIRECTIONS: Write the letter of the correct sense on the line next to the matching description.

____ 1. "Bullets began to whistle among the branches..."	a. sight b. hearing
____ 2. "men were seen to gallop like wild horses."	c. taste d. touch
____ 3. "His rifle grew so hot he could hardly hold it..."	e. smell

SHORT ANSWER

IV. DIRECTIONS: Using the context, describe in your own words the meaning of each underlined word.

1. "It was if words were being ripped apart. Listening to this din, he doubted that he had seen a real battle."

2. "Then he helped another soldier bind up a wound of the leg."

3. "It's raised a queer lump just as if some fellow lammed yeh with a club."

INTRODUCTION

This section of the literature unit deals with drama. Tennessee Williams' "The Glass Menagerie" was chosen as a sample for this PASS. Included is a biographical sketch of the author, suggested teaching strategies, student activities, and learning activities for the students. Since district guidelines and textbook availability help determine the drama selection, other suggested plays are listed below. They are presented in order of difficulty, beginning with the least difficult.

1. "What a Life" - Clifford Goldsmith
   (situation comedy)

2. "R.U.R." - Karel Capek
   (about robot manufacturing)

3. "Harvey" - Mary Chase
   (a fantasy concerned with human values)

4. "George Washington Slept Here" - George S. Kaufman and Moss Hart (comedy)

5. "Dial 'M' for Murder" - Frederick Knott

6. "Watch on the Rhine" - Lillian Hellman
   (life problems, tyranny, and Nazism)

7. "The Hairy Ape" - Eugene O'Neill
   (on being human or inhumane)

8. "Cyrano de Bergerac" - Edmond Rostand
   (historical)

9. "Blithe Spirit" - Noel Coward
   (sophisticated comedy on manners)

10. "The Adding Machine" - Elmer L. Rice
    (on theme of automation)

Tennessee Williams
(1911 - 1983)

Thomas Lanier Williams was born in Columbus, Mississippi. His father was a shoe salesman who did not support his son's ambition to become a writer. As a result, Williams' father pulled him out of college after a year and sent him to work selling shoes. Williams did not give up his dreams of becoming a writer and spent most nights laboring over his manuscripts. Following a nervous breakdown, Williams quit selling shoes and returned to college where he received a degree in 1938.

Tennessee Williams was a writer of contemporary drama. His plays are usually about violence, sex, and abnormalities, but he also wrote outstanding works about the gentle, nostalgic side of life. "The Glass Menagerie" is one of these gentle, nostalgic dramas. It is one of his most famous works.

Williams described "Menagerie" as a memory play. The play is technically seen through the memory of Tom, the brother, who acts as the narrator of the past happenings. The action of the play is somewhat naturalistic. Unlike most naturalists, however, Williams did not show the details of the suffering and the total defeat of his characters. He softened the effect of suffering and defeat by presenting the characters and the plot as a nostalgic review of the past. In "The Glass Menagerie," Williams shows how memory, time, childhood, and dreams influences people's lives.

The play is highly symbolic. The mother, Amanda; the daughter, Laura; and the son, Tom; each symbolize certain aspects of human life. Happenings such as the storm and lightning and objects such as the glass menagerie all have symbolic significance.

SUGGESTED TEACHER ACTIVITIES

1. Discuss the fact that memory is selective and exaggerates some details while omitting others completely. Relate memory to the play.

2. Have students study the following vocabulary words and their definitions to enhance understanding of the play.

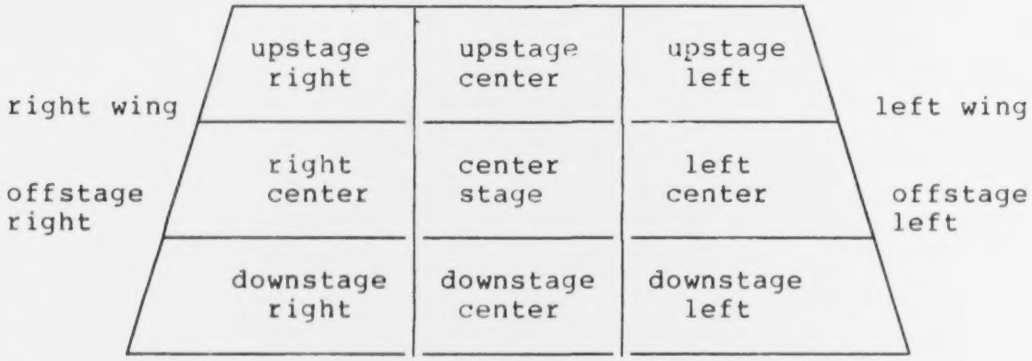
    abnormalities
    nostalgic
    menagerie
    narrator
    naturalistic
    plot
    *setting
    symbolic
    significance
    flashback
    victrola
    antagonist
    protagonist
    conflict

    *Compare and contrast to setting in novel or short story.

3. Discuss the term "setting." Emphasize that the setting designates the place that an action happened and can also refer to the appearance of the stage for a play. Discuss the specific stage setting for "The Glass Menagerie."

4. Discuss the meaning of "staging a play."

5. Identify specific areas of a stage. Explain how dividing the stage into sections can help with the comprehension of stage directions. Stress that the stage directions are always given from the actor's point of view (see diagram below).



right wing	upstage right	upstage center	upstage left	left wing
offstage right	right center	center stage	left center	offstage left
	downstage right	downstage center	downstage left	

6. Have students build a stage setting for the play. Students may bring in pictures to help them visualize the setting.

   This should be done early in the play (perhaps after scene 1) so the students can refer to visual aids as the play progresses. Students may be divided into groups for these activities.

7. Have one group of students develop some simple lighting effects for some of the scenes. The stage lighting should be dim to depict an atmosphere of memory. As each scene is read, the lighting should be changed. Interesting effects can be achieved with colored lighting. The lighting effects will enhance the settings that the students previously built.

8. Have one group of students develop some sound effects (i.e., storm, lightning, music) to accompany specific scenes. If the music, "The Glass Menagerie," can be located, it would be most effective. If not, circus music (calliope effect) on a very distant, low volume would be adequate. Some melancholoy fiddle music would also be appropriate.

9. Students may illustrate the costumes of the 1930 period for the character dolls. Use a variety of resources including persons in the community to research the nature of the costumes.

10. Point out the use of make-believe in the play. For example, in scene 1 Amanda, Laura, and Tom are eating without food or utensils, etc.

11. The teacher may read the entire play or invite outside people to come in and read the play aloud in parts.

12. Discuss the difference in dramatic comedy and dramatic tragedy. Relate these to "The Glass Menagerie."

13. Discuss each of the following in "The Glass Menagerie."

    a) plot structure
    b) characterization (develop character traits)
    c) hero and anti-hero (antagonist and protagonist)
    d) Four types of conflict (external and internal)
        *1 - man against himself
        *2 - man against man
        3 - man against nature
        *4 - man against fate
    e) climax
    f) theme
    g) setting

    (*indicates the conflicts in "The Glass Menagerie.")

14. Call attention to Tom's change in character (from Tom, "the brother and son" to Tom, "the narrator") so the students will understand what is happening.

15. Have students cut pictures of people from magazines depicting the characters in the play.

MULTIPLE CHOICE

DIRECTIONS: Circle the answer which correctly completes each of the following sentences.

1. Tom first appears in the play dressed in a uniform because ______________________.

   a. his job requires a uniform
   b. he is a Merchant Marine
   c. he is in the army

2. In the play Tom acts as ________________.

   a. the gentleman caller
   b. the narrator
   c. the father

3. Tom's line "truth in the pleasant disguise of illusion" means ______________________.

   a. the real thing softened by make believe
   b. truth as it really is
   c. the real thing supported by hard facts

4. Laura is ______________.

   a. not happy
   b. not able to deal with reality
   c. not very smart

5. Jim _________________.

   a. helped Laura see what she could be
   b. meant to hurt Laura
   c. ignored Laura

6. Amanda is the strongest person in the play even though she _________________.

   a. is crazy
   b. lives in the past
   c. is an old woman

7. Tom's father ran away from his family and ______________.

    a. never thought of them again
    b. wrote them only once
    c. came to visit them regularly

8. Tom, like his father, left home. Unlike his father he ____________________.

    a. found he couldn't forget his memories
    b. found he didn't like traveling
    c. found he got homesick

9. Amanda wanted her children to ________________.

    a. be what she was
    b. be famous
    c. get married

10. This play is about people hurting other people because _________________.

    a. they couldn't deal properly with what is real
    b. they were all selfish
    c. they hated each other

MATCHING

DIRECTIONS: Match the correct symbolism to the appropriate word. Write the correct letter on the line.

___ 1. Amanda

___ 2. Laura

___ 3. Tom

___ 4. Jim

___ 5. glass figures

___ 6. the victrola music

___ 7. father

___ 8. storm

___ 9. thunder

___10. warehouse

a. Symbolic of the ordinary person who is able to control the reality in his life and is not defeated by circumstances

b. Symbolic of the person who refuses to face reality, who runs away, and never looks back

c. Symbolic of people who are out of touch with reality because they are always living in a fantasy world of the past, looking for old glories to come again

d. Symbolic of the people who are so weak and fragile that they can never deal with reality or break away from binding circumstances

e. Symbolic of the unreal world -- the fantasy world in which Laura lives

f. Symbolic of the fragile, gentle, delicate person who must always be cared for

g. Symbolic of Tom's being caught in unpleasant circumstances, of the rigid world with no feeling which people create

h. Symbolic of the person who is caught by circumstance but fights and manages to break away, being never totally free from the past

i. Symbolic of Laura's confused emotions when eating with Jim O'Connor and finding that he is engaged

j. Symbolic of the sound Laura thought she made as she walked with her brace and when she stumbled in front of Jim at dinner

CHARACTER STUDY

DIRECTIONS: Fill in the blanks with the name of the correct character: Amanda, Laura, Tom, or Jim

1. ____________ is the person who was "long delayed but always expected something we live for."
2. ____________ said Laura was pretty because he/she couldn't face the reality that Laura might not be pretty.
3. ____________ told her she was pretty because he/she truly saw her fragile beauty.
4. ____________ is the most realistic character in the play.
5. ____________ has less touch with reality than the other characters.
6. The character with the most character change is ____________, but he/she goes back to his/her old character when there is no reason to be a new person.
7. After ______________ had broken loose from the circumstances he/she found he/she couldn't break completely free.
8. ____________ is probably the most victorious character in the play because of his/her inner strength.
9. ____________ said, "Being disappointed is one thing and being discouraged is something else. I am disappointed but I am not discouraged."
10. ____________ could not forget Laura because he/she knew she needed someone to care for her and he/she loved her.

COMPOSITION

DIRECTIONS: Write 2 paragraphs containing your thoughts on the quote "Being disappointed is one thing and being discouraged is something else. I am disappointed but I am not discouraged."

Discuss how it fits into the play and how this attitude might fit into your life.

Begin with brainstorming, then organize your thoughts, then write, and finally edit your paper. Consult with your teacher for any help you may need.

COMPOSITION

DIRECTIONS: Write a paragraph telling which character you identified with most and why. You should have at least three statements explaining your identification. Consult your teacher for assistance.

SHORT ANSWER

DIRECTIONS: Answer the following questions in complete sentences.

1. The plot of "The Glass Menagerie" is ______________________

____

____

2. The hero of "The Glass Menagerie" is ______________________

because ______________________________________

____

____

3. The conflict in "The Glass Menagerie" is both external and internal. Give one example of each:

   a. external ______________________________________

   ____

   b. internal ______________________________________

   ____

4. List the four types of conflict.

   a. ____

   b. ____

   c. ____

   d. ____

5. List the three conflicts in "The Glass Menagerie."

a. ______________________________

b. ______________________________

c. ______________________________

6. Give one example of each of the three conflicts in "The Glass Menagerie."

a. ______________________________

b. ______________________________

c. ______________________________

7. a. Is "The Glass Menagerie" a comedy or a tragedy? __________

b. How do you know? ______________________________

____

8. Describe the setting of "The Glass Menagerie."

____

____

9. What did you like best about the study of "The Glass Menagerie"?

____

____

____

10. In what way(s) has the study of "The Glass Menagerie" helped you, broadened your life, improved you, changed you, etc.?

____

____

____

APPENDICES

Test #1 - Synonyms, pp. 20-22

1. b
2. c
3. b
4. c
5. c
6. c
7. c
8. b
9. b
10. b
11. b
12. c
13. a
14. c
15. c
16. b
17. b
18. c
19. c
20. a

Test #2 - Antonyms, pp. 23-25

1. a
2. a
3. a
4. a
5. c
6. a
7. c
8. c
9. c
10. a
11. a
12. b
13. b
14. b
15. b
16. c
17. a
18. b
19. b
20. c

Test #3 - Definitions, pp. 26-29

1. a
2. c
3. c
4. b
5. c
6. b
7. c
8. b
9. c
10. d
11. a
12. a
13. d
14. a
15. a
16. b
17. c
18. b
19. a
20. c

Test #4 - Context, pp. 30-33

1. c
2. a
3. c
4. b
5. a
6. a
7. c
8. a
9. b
10. c
11. a
12. a
13. a
14. b
15. a
16. b
17. c
18. a
19. c
20. a

Test #5 - Sentence Completion, pp. 35-37

1. a
2. c
3. b
4. c
5. a
6. c
7. d
8. d
9. b
10. a
11. b
12. a
13. d
14. c
15. b
16. d
17. b
18. a
19. c
20. b

Test #6 - Synonyms, pp. 38-40

1. b
2. c
3. b
4. c
5. b
6. b
7. a
8. b
9. d
10. c
11. b
12. c
13. b
14. c
15. c
16. a
17. b
18. b
19. c
20. c

Test #7 - Antonyms, pp. 41-43

1. a
2. b
3. c
4. c
5. c
6. c
7. a
8. c
9. c
10. a
11. a
12. c
13. d
14. c
15. a
16. a
17. d
18. b
19. a
20. d

Test #8 - Definitions, pp. 44-47

1. d
2. b
3. a
4. b
5. b
6. b
7. a
8. a
9. d
10. b
11. b
12. b
13. a
14. a
15. c
16. c
17. b
18. c
19. a
20. b

Test #9 - Context, pp. 48-51

1. c
2. a
3. d
4. d
5. b
6. a
7. d
8. a
9. b
10. b
11. c
12. a
13. b
14. d
15. a
16. c
17. d
18. a
19. c
20. d

Test #10 - Sentence Completion, pp. 52-55

1. c
2. a
3. d
4. a
5. c
6. b
7. a
8. b
9. c
10. d
11. d
12. a
13. c
14. a
15. b
16. b
17. d
18. c
19. c
20. a

Learning Activity - Nouns, p. 63

[✓ city]
in
calm
[✓ pen]
[✓ cattle]
last
[✓ trees]
[✓ streets]
cry
down
get
[✓ base]
[✓ happiness]
many
by
[✓ family]
[✓ fielder]
read
[✓ John]
[✓ Miami]
help
lovely
pretty
gallop

1. cattle, trees
2. fielder, base
3. city, streets
4. happiness
5. John, pen
6. family, Miami

Learning Activity - Pronouns, p. 65

1. Mary - her, she, hers
2. student's name - I, my, me, mine
3. three boys - they, their, them, theirs
4. Tom - he, him, his
5. six women - they, their, them, theirs
6. one football - it, its
7. yourself and two friends - we, ours, us, our

Learning Activity - Possessives of Nouns, p. 67

1. man's
2. Walter's
3. minister's
4. pitcher's
5. Mary's
6. Sara's
7. storm's
8. boys'
9. book's
10. morning's

Learning Activity - Possessives of Nouns, p. 68

1. men's
2. roof's
3. mouse's
4. train's
5. boats'
6. sheep's
7. halo's
8. church's
9. hour's
10. class's
11. wives'
12. ox's
13. trains'
14. health's
15. Sam's
16. day's
17. dresses'
18. knives'
19. car's
20. man's

Learning Activity - Possessives of Nouns, p. 69

1. Wayne's
2. house's
3. teachers'
4. mice's
5. Charles'
6. deer's
7. radio's
8. calves'
9. knife's
10. piano's

Learning Activity - Possessives of Nouns, p. 70

1. Mr. Smith's watch
2. Ellen's diary
3. doctor's grandchildren
4. Renee's scarf
5. Jim's happiness
6. secretary's fingers
7. men's families
8. swimmers' lanes
9. Sherry's clothes
10. children's parents

Learning Activity - Adjectives, p. 72

1. weeping
2. rainy
3. great
4. bright
5. big
6. old
7. blonde
8. heavy
9. summer
10. weary

Learning Activity - Adjectives, p. 73

[✓ scary]
[✓ lighted]
coat
[✓ moving]
[✓ gentle]
man

[✓ sleeping]
before
[✓ happy]
goes
[✓ tall]
case

[✓ many]
[✓ pine]
for
[✓ strong]
[✓ beautiful]
trout

1. tall, strong
2. moving, sleeping
3. many, scary
4. happy, lighted, beautiful
5. pine, gentle

Learning Activity - Adjectives, p. 74

Answers will vary

Learning Activity - Nouns, Pronouns, Adjectives, p. 75

A. 1. The $\overset{(a)}{\underline{\text{lively}}}$ $\overset{(n)}{\underline{\text{kitten}}}$ bounded after the $\overset{(n)}{\underline{\text{ball}}}$ of $\overset{(a)}{\underline{\text{red}}}$ $\overset{(n)}{\underline{\text{yarn}}}$.

2. $\overset{(a)}{\underline{\text{John's}}}$ $\overset{(n)}{\underline{\text{dog}}}$ chased $\overset{(a)}{\underline{\text{its}}}$ $\overset{(n)}{\underline{\text{tail}}}$.

3. The $\overset{(a)}{\underline{\text{square}}}$ $\overset{(n)}{\underline{\text{box}}}$ was filled with $\overset{(a)}{\underline{\text{delicious}}}$ $\overset{(n)}{\underline{\text{candies}}}$.

4. The $\overset{(n)}{\underline{\text{mailman}}}$ stopped his $\overset{(a)}{\underline{\text{mail}}}$ $\overset{(n)}{\underline{\text{truck}}}$ in $\overset{(n)}{\underline{\text{front}}}$ of my $\overset{(n)}{\underline{\text{house}}}$.

B. Answers will vary.

Learning Activity - Verbs, p. 78

1. growled - action
2. is - linking
3. tabled - action
4. shimmered - action
5. could have been - linking
6. should be - linking
7. dashed - action
8. licked - action
9. has been - linking
10. is - linking

Learning Activity - Verbs, p. 79

1. swaggered, strolled, hurried, ran, jogged, ambled, staggered, etc.
2. lounged, draped (himself), plopped, fell (into), sank (into), eased (into)
3. whispered, shouted, yelled, murmured, rasped, retorted, answered, snapped
4. pattered, pounded, dropped, pelted, poured, drizzled
5. labored (over), struggled (with), hurried (through), prepared, zipped (through)

Learning Activity - Adverbs, p. 81

	Word Modified	Question Answered
1.	slowly	to what extent
2.	ambled	how
3.	pretty	to what extent
4.	won	how
5.	arrived	how
6.	submitted	when
7.	scampered	where
8.	chewed	how
9.	anxious	to what extent
10.	absent	how often

Learning Activity - Verbs and Adverbs, p. 82

Answers will vary

Learning Activity - Regular and Irregular Verbs, p. 86

1. have written
2. finish
3. forgot
4. will sing
5. chose
6. began
7. have beaten
8. have worn
9. thought
10. took

Learning Activity - Regular and Irregular Verbs, p. 87

1. gave
2. drawn
3. bit
4. eaten
5. heard
6. went
7. left
8. sang
9. stole
10. paid

Learning Activity - Regular and Irregular Verbs, p. 88

1. bit
2. do
3. drove
4. drawn
5. flew
6. forgot
7. paid
8. risen
9. sat
10. sang
11. thought
12. rang
13. rung
14. leave
15. frozen
16. shaken
17. began
18. beaten
19. chose
20. chosen
21. bought
22. catch
23. stolen
24. tore
25. written

Learning Activity - Troublesome Verbs: Lie & Lay, p. 90

1. is lying
2. laid
3. lay
4. laid
5. had laid
6. had lain
7. invited
8. is lying
9. lies
10. has lain

Learning Activity - Troublesome Verbs: Lie & Lay, p. 91

1. lies
2. laid
3. lain
4. lying
5. lay
6. lying
7. laid
8. laid
9. lay
10. lain
11. laid
12. lain
13. lying
14. lies
15. laid

Learning Activity - Troublesome Verbs: Lie & Lay, p. 92

1. lay
2. lain
3. lie
4. laid
5. lay
6. lies
7. laid
8. laid
9. lie
10. laid

Learning Activity - Troublesome Verbs: Sit & Set, p. 94

1. set
2. sat
3. set
4. sit
5. sat
6. could see
7. sat
8. sets
9. set
10. set

Learning Activity - Troublesome Verbs: Sit & Set, p. 95

1. set
2. sit
3. set
4. Sitting
5. Sit
6. sat
7. sitting
8. Set
9. set
10. sat

Learning Activity - Troublesome Verbs: Sit & Set, p. 96

1. sat
2. set
3. sitting
4. sat
5. sat
6. Set
7. sat
8. Sitting
9. sat
10. setting

Learning Activity - Troublesome Verbs: Sit & Set, p. 97

1. set
2. Sitting
3. setting
4. sat
5. Set
6. set
7. sat
8. set
9. sitting
10. set

Learning Activity - Agreement of Subject and Verb, p. 103

1. have
2. don't
3. doesn't
4. is
5. is
6. are
7. knows
8. was
9. is
10. is

Learning Activity - Agreement of Subject and Verb, p. 104

1. is
2. are
3. was
4. is
5. are
6. are
7. Have
8. Does
9. was
10. are
11. wants
12. is
13. reads
14. appears
15. help
16. were
17. were
18. needs
19. have
20. disappears

Learning Activity - Agreement of Subject and Verb, p. 105

1. is
2. were
3. are
4. is
5. doesn't
6. was
7. looks
8. is
9. have
10. are
11. are
12. Have
13. are
14. marches
15. has
16. attend
17. has
18. are
19. learns
20. doesn't

Learning Activity - Spelling, p. 108

1. adventure
2. absorb
3. actor
4. advice
5. absolute
6. advise
7. action
8. agriculture
9. adapt
10. agent

Learning Activity - Spelling, p. 109

1. attic
2. anchor
3. attract
4. audience
5. aisle
6. altered
7. amaze
8. angel
9. article
10. angle

Learning Activity - Spelling, p. 110

1. balance
2. busy
3. cancel
4. cartoon
5. basin
6. cautious
7. business
8. balcony
9. brief
10. barrel

Learning Activity - Spelling, p. 111

1. civil
2. certificate
3. celebrate
4. commerce
5. compare
6. compete
7. combine
8. circular
9. certain
10. citizen

Learning Activity - Spelling, p. 112

1. conclusion
2. convince
3. corporal
4. continue
5. conversation
6. conduct
7. continent
8. costume
9. complain
10. confusion

Learning Activity - Spelling, p. 113

Answers will vary.

Learning Activity - Spelling, p. 114

Answers will vary.

Learning Activity - Spelling, p. 117

1. c
2. b
3. a
4. b
5. c
6. a
7. a
8. a
9. c
10. b

Learning Activity - Spelling, p. 118

1. c
2. d
3. b
4. a
5. e
6. d
7. c
8. e
9. b
10. a

Learning Activity - Spelling, p. 119

1. geese
2. boys
3. foxes
4. coaches
5. cars
6. tomatoes
7. wishes
8. leaves
9. teeth
10. sheep

Learning Activity - Spelling, p. 120

Answers will vary.

Learning Activity - Spelling, p. 121

1. hatches
2. leaves
3. candies
4. girls
5. roofs
6. tomatoes
7. waitresses
8. mice
9. thieves
10. oxen
11. days
12. children
13. armies
14. feet
15. sheep
16. teeth
17. heroes
18. brushes
19. men
20. halos

Learning Activity - Capitalization, p. 124

I.
1. Dr. R. Palmer
2. We'll, Leslie, Joe
3. Where, A. R. C. Company
4. I
5. Does, L. E. Palmer
6. Bill's, Ranger
7. Mr. and Mrs. Williams
8. Chirp
9. Farley, I
10. My, Colonel Thomas

II. 1-4. Answers will vary.

Learning Activity - Capitalization, p. 125

I. 1. The, New York
   2. Is, January, April
   3. Did, Monday
   4. We, Fourth of July
   5. Florida, Georgia, South Carolina
   6. Our, Miami
   7. We, Germany, France
   8. The United States of America
   9. I'm, Christmas, New Year's
   10. An African

II. 1-4. Answers will vary.

Learning Activity - Capitalization, p. 126

I. 1. There, Jones Street
   2. The, Empire State Building
   3. My, Lakeside Drive
   4. Last, Pike's Peak
   5. My, Rural Route
   6. The, Mississippi River, Gulf of Mexico, New Orleans
   7. The, Lindsey Hopkins Building, Miami
   8. All, Park Avenue
   9. Seminole National Park
   10. Have, Grand Canyon

II. 1-4. Answers will vary.

Learning Activity - Capitalization, p. 127

I. 1. Begin, Dear Dr. Myers
   2. End, Yours
   3. The, Little Women
   4. Business, Dear Sir
   5. I, Your
   6. The, Star Spangled Banner
   7. These Purple Hills
   8. An, Gone With the Wind
   9. One, The Battle Hymn of the Republic
   10. Close, Cordially

II. 1-4. Answers will vary.

Learning Activity - Capitalization, p. 128

I.
1. The, Gulf Insurance Company
2. The, Bible
3. The, "Under the spreading chestnut tree..."
4. Were, Boy Scouts of America
5. General Motors Corporation
6. The, Civil War
7. Praise, God, His
8. Did, St. Peter's Catholic Church
9. Christians, God
10. He, Moslem

II. 1-4. Answers will vary.

Vocabulary Activity - Composition, p. 130

1. writing
2. drafting
3. improve
4. topic
5. descriptive
6. narrative
7. feelings

secret word: writing

Learning Activity - Composition, p. 131

Answers will vary.

Learning Activity - Composition, p. 132

Answers will vary.

Learning Activity - Composition, p. 133

Answers will vary.

Learning Activity - Composition, p. 134

Answers will vary.

Learning Activity - Composition, p. 135

1. James Garner is a wonderful actor.
2. Fido is John's pet.

Learning Activity - Composition, p. 136

1. No
2. Yes
3. No
4. Yes
5. No

These are samples:

1. Montgomery, the capitol of Alabama, has an interesting history.
2. John has a pickup truck with an unusual story behind it.
3. Mary is capable of singing with different bands.
4. The dance Saturday night had beautiful decorations.
5. Charlie Chaplin, a silent movie star, lived a long and interesting life.

Learning Activity - Composition, p. 137
1. Ants are truly interesting creatures to study.
2. Time has influenced the many styles of architecture.

Learning Activity - Composition, p. 138
1. explanatory
2. narrative
3. descriptive
4. explanatory
5. descriptive

Learning Activity - Composition, p. 139
These are examples:
1. It's interesting to learn that not all dinosaurs were huge creatures.
2. Chirp, squeak, buzz, and hum are words that imitate those sounds.
3. Man is fortunate that uses can be found for the shark.

Learning Activity - Composition, p. 140
Answers will vary.

Learning Activity - Reader's Guide, p. 160
1. fast food restaurants
2. January 30, 1984
3. People Weekly
4. page 44
5. Church's Fried Chicken
   McDonald's Corporation
   Pizza Time Theatre, Incorporation
   Wendy's International
6. illustrated
7. more information after page 38
8. Fat of the Land

Learning Activity - Reader's Guide, p. 161
1. 5
2. Newsweek
3. P. Kael
4. Newsweek, Time, People Weekly
5. R. Schickel
6. 89
7. New Republic, People Weekly
8. 21
9. 190
10. Newsweek

Learning Activity - Card Catalog, p. 163
Answers will vary.

Learning Activity, p. 164
I. Answers will vary.
II. Answers will vary.

Learning Activity, p. 165
Answers will vary.

Learning Activity - Vocabulary, p. 179

1. C
2. B
3. A
4. B
5. C
6. C
7. B
8. B
9. A
10. B
11. B

Learning Activity - Pitch, p. 181

Answers will vary.

Learning Activity - Inflection, p. 182

1. my
2. That's
3. That's

Learning Activity - Rate, p. 183

1. Slow
2. Fast
3. Slow

Learning Activity - Fact/Opinion, p. 192

1. Fact
2. Opinion
3. Opinion
4. Fact
5. Opinion

Learning Activity - Short Answer, p. 193

Answers will vary.

Learning Activity - Short Answer, p. 195

Answers will vary.

Learning Activity - Fact/Opinion, p. 197

1. O
2. F
3. O
4. F
5. O
6. F
7. O
8. F
9. O
10. O

Learning Activity - Fact/Opinion, p. 194

1. O
2. F
3. F
4. O
5. O
6. F
7. O
8. O
9. F
10. F
11. F
12. O
13. O
14. F
15. O

Learning Activity - Fact/Opinion, p. 196

1. O
2. F
3. O
4. O
5. O
6. O
7. F
8. F
9. O
10. O
11. O
12. O

Learning Activity - Fact/Opinion, p. 198

1. O
2. F
3. O
4. O
5. F
6. O
7. F
8. O
9. F
10. O

"36 Children"

Learning Activity, p. 207

A. 1. c
   2. g
   3. b
   4. d
   5. f

B. Answers will vary.

C. Answers will vary.

Autobiography

Learning Activity, pp. 215-216

1. Answers will vary but should list events dealing with WW II and Nazi policy.
2. Answers will vary but should at least deal with being teenagers and dating experiences. Family relations can be discussed.
3. Answers will vary but should contrast America of 1980's with Europe of 1940's. Peace contrasts with war.
4. Ann writes to understand herself and keep a record of her thoughts and actions. Also it gives her something to do while in hiding.
5. Racism is the practice of racial discrimination, segregation, etc. based on race or creed. Examples will vary but must be racial to meet meaning of word racism.
6. The setting of the story is in occupied Holland during WW II. Most of the story takes place in a secret hiding place in a warehouse. Time covered is from Saturday, June 20, 1942 until August 4, 1944.
7. The Frank Family: Anne Frank; Anne's father, Mr. Frank; Anne's mother, Mrs. Frank; Anne's sister, Margot Frank

   The Van Dan Daan Family: mother, Mrs. Van Daan; father, Mr. Van Daan; son, Peter Van Daan
8. Beginning: Anne begins her diary; provide background on why they must go into hiding.

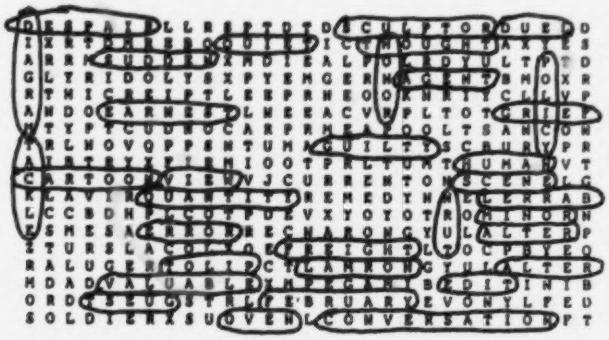
   Middle: All the events during hiding. How people get along and what one does while confined. Anne's views on living are talked about.

   End: The final days of the Franks and the Van Daans in hiding are written about. Anne also talks about her first love, Peter.
9. Answers will vary.
10. Library research. Set criteria for grading. Suggestion: 1 grade = content; 1 grade = mechanics of writing

Learning Activity, pp. 217-218

Answers will vary.

Learning Activity - Word Find, p. 224



Learning Activity - Vocabulary Exercise, p. 225

1. conversed
2. huddled
3. reputation
4. defend
5. dejected
6. clenched
7. filial
8. yearning
9. progressive
10. sarcasm

Learning Activity - True/False, p. 226

1. T
2. F
3. T
4. T
5. T
6. F
7. T
8. F
9. F
10. T

Learning Activity - Matching, p. 227

1. b
2. g
3. i
4. e
5. h
6. d
7. f
8. c
9. a
10. j

Learning Activity - Sequencing Events, p. 228

1. 3
2. 5
3. 2
4. 4
5. 1

Learning Activity - Fact or Opinion, p. 229

1. F
2. O
3. O
4. F
5. O
6. F
7. F
8. O
9. O
10. F

Learning Activity - Composition, p. 230

Answers will vary.

Learning Activity - Multiple Choice, pp. 231-232

1. B
2. C
3. D
4. B
5. H
6. D
7. C
8. B
9. A
10. D

UNIT 7: LITERATURE Answer Key
Short Story "The Devil and Daniel Webster"

Learning Activity - True/False, p. 234
1. F
2. T
3. T
4. F
5. F
6. F
7. T
8. T
9. F
10. T

Learning Activity - Sequencing Events, p. 235
3
2
1
7
5
4
6

Learning Activity - Fact or Opinion, p. 236
Fact or Opinion:
1. F
2. O
3. O
4. F
5. O

Short Answer:
1. Climax of story: Jury for Stone
2. Conflicts in story:
    a. devil vs. Stone
    b. land vs. Stone
    c. devil and Daniel Webster
    d. jury vs. Webster
    e. jury vs. Stone
3. Any three of these:
    a. When he stood up to speak, stars and stripes came right out in the sky.
    b. He spoke against a river and made it sink into the ground.
    c. When he walked into the woods with his fishing rod, the trout jumped out of the streams right into his pockets.
    d. When he argued a case, he would turn on the harps of the blessed and the shaking of the earth underground.
    e. Chickens on his farm were all white meat down through the drumsticks.
    f. His ram had horns that curled lke a morning glory vine and could butt through an iron door.

UNIT 7: LITERATURE — Answer Key
Short Story — "The Devil and Daniel Webster"

Learning Activity - Fill in the Blanks, pp. 237-238

1. Cross Corners, New Hampshire
2. lawyer
3. carriage
4. Miser Stevens
5. Marshfield
6. Lawyers
7. Southerner, Northerner
8. jury; judge
9. a. spread fire & horror through the Mohawk Valley
   b. saw white men burned at the stake
   c. organized an uprigins against the white settlers in 1675
   d. broke men on the wheel
   e. hated the godly people
   f. bloody pirate
   g. strangler
10. he was engaged in other business
11. Justice Hathorne

Learning Activity - Matching, p. 239

1. b
2. a
3. c
4. f
5. e
6. d
7. g
8. i
9. h
10. j

Learning Activity - Discussion Questions, p. 240

Answers will vary.

Learning Activity - Composition, p. 243

1. a) North vs. South
   b) Father vs. son
   c) Inner conflict within boy -- whether to shoot his father or not
   d) Killing a horse vs. killing a person
   e) Duty vs. love and loyalty
2. Answers will vary.

Learning Activity - Fill in the Blanks, p. 244

1. Virginia
2. Northern
3. Southern
4. white horse
5. Civil
6. drops
7. sergeant
8. cliff

Learning Activity - Matching, p. 245

1. b
2. e
3. g
4. a
5. f
6. d
7. c

Learning Activity - Multiple Choice, pp. 246-247

1. b
2. c
3. a
4. b
5. c
6. b
7. c
8. c
9. b
10. a

Learning Activity - True/False, p. 250

1. T
2. F
3. F
4. T
5. F
6. F
7. T
8. T
9. T
10. T
11. T
12. F
13. F
14. F
15. F

Learning Activity - Composition, p. 251

1-3. Answers will vary.

4. Some points to compare:
   - a) both men are farmers
   - b) both sell their souls to the devil in order to become rich
   - c) both try to get out of their deal with the devil
   - d) each made a mark

   Some points to contrast:
   - a) Walker was greedy; Stone was not
   - b) Devil is different in each story
     - 1) In Irving's story he is flamboyant; rude, great black man; mysteriously appears and disappears
     - 2) Benet's devil is a soft-spoken, neatly dressed stranger; rides in a buggy
   - c) In Benet's story, a man escapes from the deal; he doesn't in Irving's
   - d) Marks were different; Walker - cloven punt; Stone - pricked his finger which left a scar

Learning Activity - Sequencing Events, p. 252

1
6
2
4
5
3
7

Learning Activity - Multiple Choice, p. 253

1. b
2. a
3. a
4. c
5. b
6. c
7. c
8. b
9. b
10. c

Learning Activity - Fill in the Blanks, p. 259

1. smell
2. vision
3. hearing
4. touch
5. taste
6. touch
7. touch
8. taste
9. touch
10. hearing
11. touch
12. vision
13. vision
14. hearing
15. touch

Learning Activity - Multiple Choice, p. 260

1. a
2. b
3. a
4. b
5. b
6. a
7. a
8. c
9. b
10. a

Learning Activity - Composition, p. 262

Answers will vary.

Learning Activity - Composition, p. 263

Answers will vary.

Learning Activity - Discussion Questions, p. 264

1. In the first sentence he asks the reader "but why will you say that I am mad?"
2. He hated the old man's eye.
3. He watched the old man for "seven long nights."
4. The old man's eye was closed.
5. He considered his actions to be "wise precautions."
6. He dismembered the body and hid the parts under the floor boards.
7. He told the police the old man was "absent in the country."
8. He placed his chair and sat on the spot that was over the body.
9. He heard the beating of the old man's heart.
10. Answers will vary.

UNIT 7: LITERATURE — Answer Key
Poetry

Learning Activity - Literary Analysis, pp. 282-283

Simile	Metaphor	Personification
1. e	1. a	1. c
2. c	2. c	2. f
3. b	3. b	3. a
4. d	4. d	4. d
5. a	5. e	5. b
		6. e

Test, pp. 284-285

A.	B.
1. c	1. c
2. b	2. b
3. e	3. a
4. a	4. c
5. d	

C. 1. the sadness of a memory when a dog dies
2. thoughtful and sad
3. that this day in August will be remembered for a favorite pet's death

D. Answers will vary.

"The Road Not Taken" - Robert Frost

Learning Activity - Discussion Questions, p. 288

Answers will vary.

Learning Activity - Multiple Choice, p. 289

1. c
2. d
3. b
4. a
5. a

Learning Activity - Short Answer, p. 290

1. a. marriage
   b. profession
   c. education
   d. children
   e. smoking, drugs, etc.

2. The sentence should have something to do with making choices in life.

Learning Activity - Composition, p. 291

Answers will vary.

"Stopping by Woods on a Snowy Evening" - Robert Frost

Learning Activity - Discussion Questions, p. 292

Answers will vary.

Learning Activity - Multiple Choice, pp. 293-294

a. a
b. c
c. d
4. b and c
5. c
6. b
7. c
8. c
9. d
10. c

Learning Activity - Rhyme Scheme, p. 296

1. ...star a
   ...are a
   ...high b
   ...sky b

2. Answers will vary.

"Trees" - Joyce Kilmer

Learning Activity - Multiple Choice, p. 299

1. d
2. a
3. a
4. b
5. b

"Song of the Open Road" - Ogden Nash

Learning Activity - Short Answer, p. 301

1. Sentence should indicate that if we keep littering our country with billboards, trash, etc., we won't be able to see and enjoy its scenic beauty.

2. a) Ogden Nash
   b) He talks of current environmental problems and talks about billboards which weren't a concern in Kilmer's day.

3. yes
4. True

Learning Activity - Discussion Questions, p. 302
Answers will vary.

"The Sea Gull" - Ogden Nash

Learning Activity - Short Answer, p. 303

1. a. whimper
   b. weeps
   c. explain

2. The sentence should allude to the fact that species don't cross breed and the she-gull would be married to and in love with, something different from herself.

3. sea-gull a
   ea-gull a
   sea-gull a
   she-gull a

4. Answers will vary.
5. The gull's lady love
6. Answers will vary.

"I Never Saw a Moor" - Emily Dickinson

Learning Activity - Multiple Choice, p. 307

1. b
2. c
3. c
4. a
5. d

"I Never Saw a Moor" - Emily Dickinson (continued)

Learning Activity - Short Answer, p. 308

1. The student should have a copy of the poem to mark.

line 1 ˘ /˘ / ˘ /

line 2 ˘ /˘ / ˘ /

line 3 ˘ / ˘ /˘ ˘ //

line 4 ˘ / ˘ / ˘ /

line 5 ˘ /˘ / ˘ /

line 6 ˘ / ˘ / ˘ / ˘

line 7 ˘ /˘ /˘ /˘ /

line 8 ˘ / ˘ / ˘ /˘

2. ...moon, a
...sea; b
...looks, c
...be. b

...God, d
...heaven; e
...spot f called an
...given e "off-rhyme"

3. Sentence should say something about faith -- that we don't have to see or touch a thing to know it exists.

4. Sentences should be something like this:
"I have never seen a moon or the ocean, but I have an idea what heaven and a wave are. I know heaven exists although I have never seen it or talked directly with God."

5. Answers will vary.
6. Answers will vary.

"A Word" - Emily Dickinson

Learning Activity - Composition, p. 309

1. Answers will vary.
2. Answers will vary.
3. Words are not always easily forgotten.
4. Answers will vary.

"A Word" - Emily Dickinson (continued)

Learning Activity - Short Answer, p. 310

1. line 1 ∪/ ∪/

   line 2 ∪/ ∪/

   line 3 ∪/

   line 4 ∪/ ∪/

   line 5 ∪/ ∪/

   line 6 ∪/

2. ...dead a
   ...said, a
   ...say. b
   ...just c
   ...live d
   ...day. b

3. a. word is dead
   b. (word) to live

"The Creation" - James Weldon Johnson

Learning Activity - Composition, p. 313

1. Answers will vary.
2. Answers will vary.
3. a. down in a cypress swamp
   b. the pine trees
   c. the oak trees
   d. big, wide river
4. Any four of the following:
   a. God walked, stepped
   b. God smiled
   c. God said
   d. God spat
   e. God made footprints
   f. God looked
   g. God clapped his hands
   h. God raised his arms
   i. God waved his hand
   j. God sat down
   k. God put his head in his hands to think
   l. God kneeled down
   m. God like a mammy
5. Answers will vary.

Learning Activity - Multiple Choice, p. 314

1. e
2. b
3. d
4. b

"Eldorado" - Edgar Allen Poe

Learning Activity - Discussion Questions, p. 317

1. Answers will vary.

2.

...bedight	a
...knight	a
...shadow	b
...long	c
...song	c
...Eldorado	b
...old	d
...bold	d
...shadow	b
...found	e
...ground	e
...Eldorado	b
...strength	f
...length	f
...shadow	b
...he	g
...be	g
...Eldorado	b
...mountains	h
...moon	h
...Shadow	b
...ride	i
...replied	i
...Eldorado	b

Note that lines 3 and 6 are the same in each stanza and the same letter is used to designate the similarity.

Note also that each stanza must use a new letter to designate its rhyme scheme.

3. Answers will vary.

Learning Activity - Multiple Choice, p. 318

1. b
2. a
3. c
4. b
5. d

"Chicago" - Carl Sandburg

Learning Activity - Multiple Choice, pp. 324-325

1. b
2. c
3. a
4. b
5. a
6. c
7. c
8. f
9. a

UNIT 7: LITERATURE — Answer Key
Poetry

"Fog" - Carl Sandburg

Learning Activity - Multiple Choice and Short Answer, p. 326

Part I:

1. a
2. d
3. b

Part II:

1. a. fog has cat feet
   b. fog sits
   c. fog has haunches
2. Sentences should indicate that the fog moves and/or settles over the land as quietly and as softly as a cat moves. It doesn't get in a hurry and covers everything, missing nothing.

"The past is a bucket of ashes" - an excerpt from
"Four Preludes on Playthings of the Wind" - Carl Sandburg

Learning Activity - Multiple Choice, p. 327

1. e
2. e
3. b
4. a
5. c

"I Hear America Singing" - Walt Whitman

Learning Activity - Composition, p. 330

1. common man
2. Answers will vary.

Learning Activity - Multiple Choice, p. 331

1. c
2. b
3. a
4. c
5. c

"The Mountain Whippoorwill" - Stephen Vincent Benet

Learning Activity - Composition, p. 334

Answers will vary.

"Richard Cory" - Edwin Arlington Robinson

Learning Activity - Short Answer, p. 336

1. Any phrases which adequately explain the quotes are acceptable.
2. Answers will vary. Give 1/2 credit for content and 1/2 credit for composition.
3. Cory shot himself -- committed suicide.
4. Answers will vary.

"Richard Cory" - Edwin Arlington Robinson

Learning Activity - Short Answer, p.337

1. ∪/ ∪/ ∪/ ∪/ ∪/
∪/ ∪/ ∪/ ∪/ ∪/ iambic pentameter
∪/ ∪/ ∪/ ∪/ ∪/
∪/ ∪/ ∪/ ∪/ ∪/
1 2 3 4 5

2. ...town a
...him b
...crown a
...slim b

"The Rainy Day" - Henry Wadsworth Longfellow

Learning Activity - Fill in the Blanks and Multiple Choice, pp. 342-343

I.
1. life
2. pessimism
3. hope
4. "Into each life some rain must fall."
5. mouldering

II.
1. a
2. c
3. b
4. b
5. c

Learning Activity - Short Answer, p. 344

1. Stanza 2	Stanza 3
∪/ ∪/ ∪/ ∪/∪	∪/ ∪/ ∪/ ∪/∪
∪/ ∪∪/ ∪/ ∪/∪	∪/ ∪/ ∪∪/ ∪/∪
∪/ ∪/ ∪∪/ ∪∪/	∪/ ∪∪/ ∪/ ∪/
∪∪/ ∪/ ∪/ ∪∪/	∪/ ∪/ ∪/ ∪/
∪∪/ ∪/ ∪/∪	∪/ ∪∪/ ∪/∪

"The Rainy Day" - Henry Wadsworth Longfellow

Learning Activity - Short Answer (continued), p. 344

2. a
a
b
b
a

a
a
c
c
a

d
d
b
b
a

Learning Activity - Matching, p. 345

1. c
2. f
3. b
4. i
5. d
6. j
7. h
8. a
9. g
10. e

"Fable" - Ralph Waldo Emerson

Learning Activity - Multiple Choice, p. 347

1. b
2. c
3. a
4. d
5. e

Learning Activity - Composition, p. 348

Answers will vary.

"The Last Leaf" - Oliver Wendell Holmes

Learning Activity - Multiple Choice, p. 351

1. c
2. a
3. c
4. c
5. b

"chanson innocente" ("in Just") - E. E. Cummings

Learning Activity - Multiple Choice, p. 353
1. c
2. b
3. a
4. b
5. c

"High Flight" - John G. Magee, Jr.

Learning Activity - Composition, p. 356
Answers will vary.

Learning Activity - Multiple Choice, pp. 365-366

1. c
2. b
3. b
4. h
5. a
6. a
7. b
8. c
9. e
10. opinion

Learning Activity - Sequence of Events, p. 367

4
5
9
1
3
7
8
2
10
6

Learning Activity - Discussion, p. 368

Answers will vary.

Learning Activity - Matching, p. 369

1. d
2. c
3. g
4. f
5. i
6. e
7. a
8. h
9. b
10. j

Learning Activity - Fill in the Blanks, p. 370

1. protagonist
2. Kino
3. antagonist
4. minor
5. doctor
6. pearl buyers
7. black
8. white
9. Song of the Family
10. boat or canoe

Learning Activity - Matching, p. 378

1. d
2. h
3. f
4. e
5. b
6. c
7. a
8. g
9. k
10. i
11. l
12. j
13. o
14. p
15. n
16. m

Learning Activity - Multiple Choice, pp. 379-380

1. c
2. a
3. a
4. b
5. c
6. b
7. a
8. c
9. a
10. b
11. b
12. b
13. c

Learning Activity - Sequence of Events, Matching, and Short Answer, pp. 381-382

I.
2
1
4
7
6
5
3

II.
1. c
2. a
3. b

III.
1. b
2. a
3. d

IV.
1. noise
2. put a bandage on the wound
3. hit

Learning Activity - Multiple Choice, pp. 387-388

1. b
2. b
3. a
4. b
5. a
6. b
7. b
8. a
9. a
10. a

Learning Activity - Matching, p. 389

1. c
2. d
3. h
4. a
5. f
6. e
7. b
8. i
9. j
10. g

Learning Activity - Character Study, p. 390

1. Jim
2. Amanda
3. Jim
4. Jim
5. Laura
6. Laura
7. Tom
8. Amanda
9. Jim
10. Tom

Learning Activity - Composition, pp. 391-392

Answers will vary.

Learning Activity - Short Answer, pp. 393-394

1. The story of people making the best they can of their lives in circumstances which they can't control. They have a difficult time dealing with the reality of their lives -- none of them (except Jim) are happy with their lives. Their lives fell far short of what they wanted.

2. Amanda, Tom, or Jim depending upon the justification given by the student.
   Amanda, because she was a strong willed person and would never give up fighting.
   Tom, because he didn't stay in the circumstances.
   Jim, because he had not allowed the circumstances of life to discourage or defeat him.

3. a. external - the struggle between Amanda and Tom
   b. internal - within Tom - whether to stay home and care for his mother and Laura or to escape the responsibility by running away

4. a. Conflict of man against man
   b. Conflict of man against himself
   c. Conflict of man against nature
   d. Conflict of man against fate

Learning Activity (continued), pp. 393-394

5. a. Man against himself
   b. Man against man
   c. Man against fate

6. a. (man against himself) Tom struggling with himself about staying or going away
   b. (man against man) Tom struggling for independence against his mother
   c. (man against fate) Any of the characters struggling against hard times or the circumstances life had given them
      1) Amanda, against poverty and children who weren't what she wanted them to be
      2) Tom, against the responsibilities of the family, his inability to be a writer and his unfulfilling job at the warehouse
      3) Laura, against her lameness and consequently her shyness
      4) Jim, against the depressive times which slowed down his progress in life

7. a. tragedy
   b. It is sad and has an unhappy ending. It shows man struggling against himself, fate, and other men unsuccessfully.

8. The setting is an apartment in a tenement building in St. Louis, Missouri. The apartment is seen behind the exterior of the building, so the obvious setting is an alley outside the apartment.

9. Any reasonable answer

10. Any reasonable answer

COURSE STUDENT PERFORMANCE STANDARDS IN PASS

Course Title: English Skills III Course No.: 1001360

Outcome	SPS - The student will:	Yes	Unit(s)	Partially	Unit(s)	No
1. Use critical reading comprehension skills.	1.01 Determine the main idea stated or inferred in a reading selection.	X	7			
	1.02 Distinguish between fact and opinion.	X	6			
	1.03 Identify specific techniques used by an author to achieve his purpose (figurative language, word choice, point of view).	X	7			
	1.04 Identify the cause and effect stated or implied in a reading selection.	X	7			
	1.05 Describe probable outcomes for a situation found in a reading selection.	X	7			
	1.06 Assess the adequacy of reading material by comparing and contrasting the material with other material written on the same subject.	X	7			
2. Use selected vocabulary.	2.01 Determine the meanings of words from denotative context clues.	X	1 & 7			
	2.02 Interpret implied meaning of words in context.	X	1 & 7			
	2.03 Identify and use appropriate synonyms to replace cliches.					X

COURSE STUDENT PERFORMANCE STANDARDS IN PASS

Course Title: English Skills III Course No.: 1001360

Outcome	SPS - The student will:	Yes	Unit(s)	Partially	Unit(s)	No
2. Use selected vocabulary. (cont'd.)	2.04 Use knowledge of prefixes and suffixes to determine meanings of words.			X	6	
	2.05 Determine logical relationships by completing simple verbal analogies.					X
	2.06 Demonstrate increased knowledge of vocabulary as specified by word lists.	X	1 & 7			
3. Apply knowledge of grammar, spelling, usage, and mechanics to written composition.	3.01 Use complete sentences in writing.	X	2, 3, 4, & 7			
	3.02 Apply fundamental rules of punctuation in writing assignments.	X	2, 3, 4, & 7			
	3.03 Apply fundamental rules of capitalization in writing assignments.	X	2, 3, 4, & 7			
	3.04 Apply fundamental rules of usage and spelling in writing assignments.	X	2, 3, 4, & 7			
	3.05 Make subjects and verbs agree.	X	2			
	3.06 Use plural forms of nouns correctly.	X	2			
	3.07 Proofread written work for errors in grammar, spelling, usage, and mechanics.	X	2, 3, & 4			

COURSE STUDENT PERFORMANCE STANDARDS IN PASS

Course Title: English Skills III Course No.: 1001360

Outcome	SPS - The student will:	Yes	Unit(s)	Partially	Unit(s)	No
4. Write informative and creative compositions using all stages of the writing process.	4.01 Write an expository paragraph which includes a topic sentence, at least three supporting details, and a concluding sentence.	X	2, 3, 4, & 7			
	4.02 Write clear one-paragraph answers to essay questions.	X	2, 3, 4, & 7			
	4.03 Write a composition of more than one paragraph using an appropriate organizational pattern and logical transitions.	X	2, 3, & 4			
	4.04 Write a summary of a written passage.	X	3 & 7			
	4.05 Write a summary of an observation or of an audio-visual presentation.	X	3			
	4.06 Write an explanation of a concept in any discipline.	X	4			
	4.07 Write a plan for a project in any discipline.	X	4			
	4.08 Produce a creative piece of writing (e.g., a story, a poem, a personal narrative).	X	2, 3, 4, & 7			
5. Apply knowledge of the elements of literary genres to study selections from American Literature.	5.01 Identify elements of various literary genres.	X	7			
	5.02 Summarize the events in sequence in a short story, essay, play, or novel.	X	7			

COURSE STUDENT PERFORMANCE STANDARDS IN PASS

Course Title: English Skills III Course No.: 1001360

Outcome	SPS - The student will:	Yes	Unit(s)	Partially	Unit(s)	No
5. Apply knowledge of the elements of literary genres to study selections from American Literature.	5.03 Identify traits, behaviors, and relationships of characters.	X	7			
	5.04 Explain the literal meanings of figurative language encountered in literary selections.	X	7			
	5.05 Identify main ideas and themes in literary selections.	X	7			
	5.06 Relate the content of a literary selection to the author's background and/or historical period.	X	7			
	5.07 Read representative examples of selections from major American literary periods.	X	7			
6. Make and critique formal oral presentations.	6.01 Participate in class discussions according to specified criteria for individual and group behaviors.	X	5			
	6.02 Write a speech or a report intended for oral presentation.	X	5			
	6.03 Practice the control of nonverbal communication techniques.	X	5			
	6.04 Identify essential elements of a formal presentation.	X	5			

COURSE STUDENT PERFORMANCE STANDARDS IN PASS

Course Title: English Skills III Course No.: 1001360

Outcome	SPS - The student will:	Yes	Unit(s)	Partially	Unit(s)	No
6. Make and critique formal oral presentations.	6.05 Deliver a speech prepared for a specific purpose and/or a specific audience.	X	5			
	6.06 Respond to oral presentations, using a checklist of criteria.	X	5			
7. Use reference skills to find information.	7.01 Utilize appropriate note-taking skills.					X
	7.02 Utilize effective test-taking skills.					X
	7.03 Locate reference sources appropriate to a specific task.	X	4			
	7.04 Use dictionaries, thesauruses, and similar reference works.	X	1, 3, & 4			
	7.05 Obtain information from maps, charts, tables, graphs, schedules, pictures, symbols, and signs.			X	3	
	7.06 Obtain information from common forms.					X

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